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ABSTRACT

This curriculum guide is designed to help teachers teach a course in fashion merchandising to high school students. The guide contains eight performance-based learning modules, each consisting of one to seven units. Each unit teaches a job-relevant task, and includes performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement tests for the fashion merchandising field. The guide is designed to be used with any teaching method, such as lecture/demonstration or discussion. The following topics are covered in the guide: overview of the fashion industry; orientation to marketing and distributive education, Distributive Education Clubs of America, and cooperative education; career development; personal development; nature of fashion; sales promotion; product technology; and merchandising. Bibliographies are included in each module. Appendixes to the curriculum guide list duties and tasks required of students for each unit, supplies and equipment, and bibliographic resources for fashion merchandising. (KC)

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CURRICULUM GUIDE

FOR

FASHION MERCHANDISING

(Fashion Salesperson)

Prepared by

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Field Review

The field review of the Fashion Merchandising Curriculum Guide was conducted during the winter of 1983. The teachers involved in the review were Betty Woolard (Kershaw County Area Vocational Center), Susan Randall (Laurens District 55 High School), Mary C. Whitehurst (Dorman High School), Dave Leapard (Richland Northeast High School), Suzannah Blackwell (Rock Hill Career Center), Paula F. Dana (Hartsville Area Vocational Center), Kathleen Olson (Wando High School), and Sara P. Kinard (Middleton High School).

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INTRODUCTION

The guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in selected occupations.

This guide is designed to be used with any teaching methods you may choose. If a lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, students may work either alone or in teams while in class and learn skills in direct relation to what is actually done on the job. This work also takes into consideration student attitudes, thinking skills, and mathematical reading skills.

The use of small groups in teaching can be helpful in two ways: (1) many students may feel inadequate due to their lack of background information in mechanical things; and (2) some students may feel that they are physically incompetent or lack the necessary background experiences. A successful program (course) can provide students with a sense of security by reinforcing positive attitudes while improving skill and knowledge of the subject. By allowing students to interact on a personal level, this task/learner-centered approach can achieve this. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Too, the student in this setting can learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students or any number so desired.

You will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students but only to suggest a variety of learning activities for each task statement. Please do not feel that you must take your students through all the activities.

South Carolina Objectives

The South Carolina writing team used V-TECS catalogs to identify some duties and tasks. Other tasks were added which may be construed as enabling objectives. However, in order to be consistent, the team has referred to them as tasks.

These tasks/enabling objectives are needed for introductory information, development of communication and human relations skills, theories and concepts of fashion merchandising, and background information necessary to understand the total fashion merchandising industry. They are designated SC-1, SC-2, SC-3, etc. in the upper right corner.

The instructor may use the suggested teaching time as reference points. The time allotments should in no way limit the instructional needs of the students.

FASHION MERCHANDISING COURSE OUTLINE

Unit		Suggested Teaching Time	Page
I.	Overview of Fashion Industry A. Principles of Fashion B. Fashion Terminology C. Environmental Influences D. Marketing Theory E. Channels and Institutions F. Bibliography	4 weeks	3
II.	Orientation to Marketing and Distributive Education, DECA and Cooperative Education Bibliography	2 weeks	23
III.	Career Development A. Career Planning B. Job Application C. Job Interview D. Bibliography	3 weeks	41
IV.	Personal Development A. Body Care B. Skin/Health Care C. Color Coding D. Dress for Success E. Human Relations F. Communications G. Modeling (Personal) H. Bibliography	4 weeks	59
V.	Nature of Fashion A. History B. Theories of Movement C. Designers D. Bibliography	3 weeks	93
VI.	Sales Promotion A. Selling B. Cashiering C. Advertising D. Visual Merchandising E. Publicity F. Fashion Show Production G. Bibliography	8 weeks	113
VII.	Product Technology A. Color, Line, Design B. Textiles C. Special Products D. Bibliography	6 weeks	263
VIII.	Merchandising A. Consumer Demand B. Merchandising Math C. Computer Application D. Buying E. Bibliography	6 weeks	283

I. OVERVIEW OF FASHION INDUSTRY

A. PRINCIPLES OF FASHION

B. FASHION TERMINOLOGY

C. ENVIRONMENTAL INFLUENCES

D. MARKETING THEORY

E. CHANNELS AND INSTITUTIONS

F. BIBLIOGRAPHY

DUTY: OVERVIEW OF FASHION INDUSTRY

TASK: Describe the principles of fashion

PERFORMANCE OBJECTIVE

Given handouts and class discussion, the student will be able to define fashion and describe with 100% accuracy the three basic functions of dress and how clothing customs are transmitted from society to the individual.

LEARNING ACTIVITES	PERFORMANCE GUIDE
I. Discuss the Student Information Sheet on fashion.	N/A
II. Bring old pictures to class and compare them with today's fashions.	
III. Discuss and show examples of how fashion repeats itself.	
IV. Compile a student survey on clothing customs and individual dress.	
V. Using illustrations, prepare a manual showing how clothing can be used for protection, adornment, and modesty.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, 3rd ed., pp. 2-16,
Anderton. **The World of Fashion**, pp. 3-20
Student Information Sheet

TOOLS AND EQUIPMENT

Old photographs, fashion magazines, old clothing

EVALUATION

The student will complete a teacher-developed test with 100% accuracy on fashion, the basic functions of dress, and how clothing customs are transmitted from society to the individual.

OVERVIEW OF FASHION INDUSTRY

WHAT IS FASHION?

a. Change
b. Unique expression
c. Reflects individual motives
d. Part of a complex industry
e. Part of an important economic force
f. Acceptance or rejection
g. Not dependent on price
h. Evolutionary in nature
i. Ends in excess

PURPOSE OF CLOTHING

a. Protection
b. Adornment
c. Modesty

CLOTHING CUSTOMS

a. Habit
b. Status symbols
c. Taboos
d. Special needs
e. Religion
f. Sumptuary laws

DUTY: OVERVIEW OF FASHION INDUSTRY

TASK: Identify fashion terminology

PERFORMANCE OBJECTIVE

Given a list of 50 fashion terms developed by the teacher, the student will be able to identify each term and describe the difference between style, fashion, fad, and classic with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and illustrate the terms on the Student Information Sheet and in the reading assignment.	N/A
II. Have students prepare a manual for men's and women's wearing apparel showing illustrations of a fashion, a style, a fad, a design, and a classic.	
III. Prepare a bulletin board and a display of current fashions, fads, and classics in clothing.	
IV. Have students bring old clothes to class and discuss why they are no longer in fashion.	
V. Visit a local retail store and make a list of classics, fashions, and fads seen in the store.	

RESOURCES

Anderton. **The World of Fashion,** pp. 499-505
Troxell and Stone. **Fashion Merchandising,** pp. 2-8
Student Information Sheets

TOOLS AND EQUIPMENT

Fashion magazines, bulletin board, bulletin board supplies, old clothing

EVALUATION

The student will complete with 90% accuracy a teacher-developed test on the 50 fashion terms.

TERMS IN FASHION

1. ADAPTATIONS — Designs that have all the dominant features of the style that inspired them but do not claim to be exact copies.

2. ADVERTISING — The paid use of space or time in any medium. This includes newspapers, magazines, direct-mail pieces, shopping news bulletins, theatre programs, catalogs, bus cards, billboards, radio, and television.

3. APPAREL — Outerwear and all articles worn to complete a costume, including lingerie, shoes, jewelry, and handbags.

4. BOUTIQUE — A shop associated with few-of-a-kind merchandise, generally of very new or extreme styling, with an imaginative presentation of goods. French word for "shop."

5. BUYER — A person whose work is to buy merchandise for a retail store.

6. CAUTION — A fee charged for viewing a couture collection.

7. CHAIN ORGANIZATION — A group of 12 or more centrally owned stores, each handling somewhat similar goods, which are merchandised and controlled from a central headquarters office (as defined by the Bureau of the Census).

8. CLASSIC — A style or design that satisfies a basic need and remains in general fashion acceptance for an extended period of time.

9. COOPERATIVE ADVERTISING — Retail advertising, the costs of which are shared by a store and one or more producers on terms mutually agreed to.

10. COSTUME JEWELRY — Mass-produced jewelry made of plastic, wood, glass, brass, or other base metals, and set with simulated or nonprecious stones. Also called fashion jewelry.

11. COUTURE HOUSE — (Pronounced "ko-tour"). An apparel firm for which the designer creates original styles.

12. DEPARTMENT STORE — A store (as defined by the Bureau of the Census) that employs 25 or more people and sells general lines of merchandise in each of three categories: home furnishings, household linens and dry goods (an old trade term meaning piece goods and sewing notions), and apparel and accessories for the entire family.

13. DESIGN — A specific version or variation of a style. In everyday usage, however, fashion producers and retailers refer to a design as a "style," a "style number," or simply a "number."

14. DESIGNER — A person who designs; specifically, one who makes original sketches, patterns, etc.

15. DETAILS — The individual elements that give a silhouette its form or shape. These include trimmings, skirt and pant length and width, and shoulder, waist, and sleeve treatment.

16. DISPLAY — The impersonal, visual presentation of merchandise.

17. DOLLAR MERCHANDISE PLAN — A budget or projection, in dollars, of the sales goals of a merchandise classification, a department, or an entire store for a specific future period of time and the amount of stock required to achieve those sales.

18. DOWNWARD-FLOW THEORY — The theory of fashion adoption which maintains that to be identified as a true fashion, a style must first be adopted by people at the top of the social pyramid. The style then gradually wins acceptance at progressively lower social levels. Also called the "trickle-down theory."

19. FAD — A short-lived fashion that affects relatively few people within the total population.

20. FASHION — A style that is accepted and used by the majority of a group at any one time.

21. FASHION CYCLE — The rise, widespread popularity, and then decline in acceptance of a style.

22. FASHION INFLUENTIAL — A person whose advice is sought by associates. An influential's adoption of a new style gives it prestige among a group.

23. FASHION INNOVATOR — A person quicker than his/her associates to try out a new style.

24. FASHION MERCHANDISING — Refers to the planning required to have the right fashion-oriented merchandise at the right time, in the right quantities, and at the right prices for the target group(s) of customers.

25. FASHION TREND — The direction in which fashion is moving.

26. FIBER — A hairlike unit of raw material from which yarn and, eventually, textile fabric is made.

27. FINE JEWELRY — Jewelry made of such precious metals as gold and all members of the platinum family (palladium, rhodium, and iridium), which may be set with precious or semiprecious stones.

28. GEMSTONES — Natural stones used in making jewelry. Precious stones include the diamond, emerald, ruby, sapphire, and real pearl. Semiprecious stones include the amethyst, garnet, opal, jade, and cultured pearl.

29. HAUTE COUTURE — (Pronounced "oat-ko-tour"). The French term literally meaning "fine sewing" but actually having much the same sense as our own term "high fashion."

30. HIGH FASHION — Those styles or designs accepted by a limited group of fashion leaders — the elite among consumers — who are first to accept fashion change.

31. HORIZONTAL-FLOW THEORY — The theory of fashion adoption that holds that fashions move horizontally between groups on similar social levels rather than vertically from one level to another. Also called the "mass-market theory."

32. ILGWU — International Ladies Garment Workers Union

33. LINE — An assortment of new designs offered by manufacturers to their customers, usually on a seasonal basis.

34. LINE-FOR-LINE COPIES — These are exactly like the original designs except that they have been mass produced in less expensive fabrics to standard size measurements.

35. LINGERIE — A general undergarment category that includes slips, petticoats, camisoles, panties of all types, nightgowns, and pajamas. Slips, petticoats, and panties are considered "daywear," while nightgowns and pajamas are classified as "sleepwear."

36. MARKDOWN — The dollar difference between the previous price and the reduced price to which merchandise is marked.

37. MARKUP — The difference between the wholesale cost and the retail price of merchandise. Sometimes called "markon" by large retail stores.

38. MASS FASHION — Refers to those styles or designs that are widely accepted. Also called "volume fashion."

39. OPEN-TO-BUY, DOLLAR — The dollar value of planned purchases for a given period minus the dollar value of all orders scheduled for delivery during the same period but not yet received.

40. PRET-A-PORTER — (Pronounced "pret-ah-por-tay"). French term meaning ready-to-wear.

41. PUBLICITY — The free and voluntary mention of a firm brand, product, or person in some form of media.

42. SILHOUETTE — The overall outline or contour of a costume. Also frequently referred to as "shape" or "form."

43. SPECIALTY STORE — A store that carries limited lines of apparel, accessories, or home furnishings (as defined by the Bureau of Census). In the trade, retailers use the term to describe any apparel and/or accessories store that exhibits a degree of fashion awareness and carries goods for men, women, and/or children.

44. STOCK-SALES RATIO — The number of months that would be required to dispose of a beginning-of-the-month inventory at the rate at which sales are made in (or planned for) that month.

45. STOCK TURNOVER — The number of times that an average stock of merchandise (inventory) has been turned into sales during a given period.

46. STYLE — A characteristic or distinctive mode of presentation or conceptualization in a particular field. In apparel, style is the characteristic or distinctive appearance of a garment, the combination of features that makes it different from other garments.

47. TASTE — The recognition of what is and is not attractive and appropriate. Good taste in fashion means sensitivity not only to what is artistic but to these considerations as well.

48. TEXTURE — The look and feel of material, woven or unwoven.

49. TRADE PUBLICATION — A magazine published by and for a specific industry. Examples: **Women's Wear Daily** and **Men's Wear Quarterly.**

50. UPWARD-FLOW THEORY — The theory of fashion adoption that holds that the young — particularly those of low-income families as well as those of higher income who adopt low-income lifestyles — are quicker than any other social group to create or adopt new and different fashions.

DUTY: OVERVIEW OF FASHION INDUSTRY

TASK: Explain the environmental influences on fashion

PERFORMANCE OBJECTIVE

Given a list of three environmental influences on fashion, the student will be able to explain in writing how these factors influence fashion, including some accelerating and retarding factors with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Relate current trends in apparel to social, psychological, and economic happenings.	N/A
II. Have students conduct a school survey on patterns of dress. Discuss possible reasons why these garments were worn to school on that day.	
III. Have students prepare a manual showing examples of clothing affected by social, psychological, and economic conditions.	
IV. Conduct a classroom debate on how clothing is a means of communication.	
V. Have students choose a partner and analyze each student's personality by the way he/she dresses.	
VI. Discuss some fashion determinants which may have accelerated or retarded fashion over the years.	
VII. Have students visit a retail store and list several products which have had an influence on fashion.	
VIII. Using a newspaper, have students cut out examples of product ads which have had an influence on fashion.	
IX. Using popular fashion magazines, have students give an oral report on products which have affected fashion.	

X. Arrange for a local store buyer to visit and discuss new buying trends affecting fashion.

RESOURCES

Troxell and Stone. **Fashion Merchandising**, 3rd ed., pp. 17-32, 39-42
Anderton. **The World of Fashion**, pp. 3-20
Tolman. **Fashion Marketing and Merchandising**, pp. 4-7
Local store buyer

TOOLS AND EQUIPMENT

Fashion magazines, newspaper advertisements

EVALUATION

The student will explain in writing how the three environmental influences affect fashion, including two accelerating and two retarding factors with 100% accuracy.

DUTY: OVERVIEW OF FASHION INDUSTRY

TASK: Describe marketing theory

PERFORMANCE OBJECTIVE

Given a discussion on marketing theory, the student will be able to describe the three theories of fashion adoption with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss and illustrate the downward flow (trickledown), horizontal flow (mass market), and upward flow (bottom up) theories of fashion adoption.	N/A
II. Have students prepare a bulletin board showing the theories of fashion adoption.	
III. Discuss how a high fashion becomes a mass fashion.	
IV. Have students prepare a manual showing illustrations of high fashion, mass fashion, and obsolete fashion.	
V. Visit a manufacturing company and have one of the designers talk to the students about fashion in designs and theories of fashion adoption.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 58-61

TOOLS AND EQUIPMENT

Bulletin board, bulletin board supplies, fashion magazines

EVALUATION

The student will describe the three theories of fashion adoption with 100% accuracy.

DUTY: OVERVIEW OF FASHION INDUSTRY

TASK: Identify channels of distribution

PERFORMANCE OBJECTIVE

Given a discussion on the five channels or institutions for distribution, the student will be able to describe in writing the functions of each of the channels or institutions for distribution with 95% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define the following channels of distribution. a. Producer b. Wholesaler c. Jobber d. Contractor e. Retailer f. Consumer	N/A
II. Draw a graph tracing the channels of distribution of a product.	
III. Have students prepare a bulletin board showing the channels of a distributor.	
IV. Visit a local retail store to see how merchandise is received and sent to each department.	
V. Vist a local manufacturing company to see how merchandise is produced and shipped to the retail store.	

RESOURCES

Troxell. **Fashion Merchandising**, 2nd ed., p. 67

TOOLS AND EQUIPMENT

Bulletin board, bulletin board supplies, fashion magazines

EVALUATION

The student will describe in writing the five channels of distribution and their functions with 95% accuracy.

DUTY: OVERVIEW OF FASHION INDUSTRY

TASK: Identify distributors for fashion retailing

PERFORMANCE OBJECTIVE

Given a discussion on retailing, the student will be able to define and list modern distributors of fashion retailing with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and give an example of the following retail stores. a. Chain store b. Variety store c. Discount store d. Specialty store e. Department store f. Mail order g. Supermarket h. Boutique i. Vending machines	N/A
II. Have students conduct a comparison study on two stores and how they differ.	
III. Have students prepare a research paper on the history of a local retail store.	
IV. Have students visit two different retail stores and make a list of brands (both national and private) found in each store.	
V. Explain the difference in shopping at a perpherial shopping center in the downtown area. Have students pick a store in either location and debate the reasons why a consumer would shop in that particular store because of location.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 225-254
Tolman. **Fashion Marketing and Merchandising**, pp. 219-223

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define and list modern distributors of fashion retailing with 100% accuracy.

20

Bibilography

Anderton, Mary. **The World of Fashion.** Columbus, Ohio: Ohio Distributive Education Materials Lab.

Tolman, Ruth. **Fashion Marketing and Merchandising.** New York: Milady Publishing Corp., 1974.

Troxell, Mary. **Fashion Merchandising.** 2nd ed. New York: McGraw-Hill Book Company, 1976.

Troxell, Mary and Stone, Elaine. **Fashion Merchandising.** 3rd ed. New York: McGraw-Hill Book Company, 1981.

II. ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DECA, AND COOPERATIVE EDUCATION

BIBLIOGRAPHY

DUTY: ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, AND COOPERATIVE EDUCATION

TASK: Define vocational education

PERFORMANCE OBJECTIVE

Following teacher instruction and discussion, the student will be able to define vocational education; list five statements about its history; and list three other vocational courses with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and discuss the purpose of vocational education.	N/A
II. Explain the history of vocational education.	
III. Distribute and discuss a list of courses offered for vocational education students.	
IV. Have vocational education chairperson or director to speak on career opportunities for vocational education students.	
V. Using current vocational education journals, give students a current vocational education update (giving job market, etc.).	

RESOURCES

Meyer, Crawford, and Klaurens. **Coordination in Cooperative Vocational Education**

Current vocational education journals

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define vocational education, list five statements about its history, and list three vocational courses other than fashion merchandising with 100% accuracy.

DUTY: ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, AND COOPERATIVE EDUCATION

TASK: List marketing instructional and occupational areas

PERFORMANCE OBJECTIVE

Given an explanation and review of Marketing and Distributive Education, the student will be able to define marketing, list the ten instructional areas, and list the eight occupational areas with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Administer a teacher-developed pretest for evaluation of marketing knowledge.	N/A
II. Review and discuss the pretest.	
III. Define and discuss Marketing and Distributive Education.	
IV. Distribute and discuss the supplement on instructional areas and occupational areas.	
V. Have students choose areas of personal interest and tell why.	

RESOURCES

Student Information Sheets
Distributive Education Programs

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define Marketing and Distributive Education, list ten instructional areas, and list the eight occupational areas with 100% accuracy.

MARKETING AND DISTRIBUTIVE EDUCATION INSTRUCTIONAL AREAS

ADVERTISING
COMMUNICATIONS
DISPLAY
HUMAN RELATIONS
MATH
MERCHANDISING
MANAGEMENT
OPERATIONS
PRODUCT AND SERVICE TECHNOLOGY
SELLING

MARKETING AND DISTRIBUTIVE EDUCATION OCCUPATIONAL AREAS

ADVERTISING
APPAREL AND ACCESSORIES
FINANCE AND CREDIT
FOOD MARKETING
RESTAURANT MARKETING
GENERAL MERCHANDISE
SERVICE STATION MARKETING
GENERAL MARKETING

DUTY: ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, AND COOPERATIVE EDUCATION

TASK: Define cooperative education

PERFORMANCE OBJECTIVE

Given a teacher-developed test, the student will be able to define cooperative education and its guidelines and identify its importance and purpose as it relates to the student's community and school with 100% accuracy.

LEARNING ACTIVITIES

I. Define cooperative education in relation to Marketing and Distributive Education.

II. Compose a bi-fold pamphlet (8 1/2 x 11" paper) for distribution to the students which gives the statement of policy for laboratory and school. Discuss.

III. Distribute and discuss the Marketing and Distributive Education Statement of Policy.

IV. Distribute and discuss all forms used in the cooperative education program.

V. Explain the information requested in personal conferences about jobs in the cooperative education program.

PERFORMANCE GUIDE

N/A

RESOURCES

Beaumont, Langan, and Taylor. **Your Career in Marketing**, pp. 130-137
Cooperative Vocational Education, pp. 22, 24, 29
Marketing and D.E. Teacher-Coordinator Operational Handbook, pp. 35-49
Distributive Education Student Handbook, p. 13
Student Information Sheets
Cooperative education forms

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define cooperative education and its guidelines and identify its importance and purpose as it relates to the student's community and school with 100% accuracy.

Marketing and Distributive Education Information Pamphlet

HOME TOWN
HIGH SCHOOL

MARKETING & DISTRIBUTIVE
EDUCATION

STATEMENT OF POLICY

Laboratory

School

MARKETING AND DISTRIBUTIVE EDUCATION STATEMENT OF POLICY

Laboratory

1. A marketing and distributive education student should work in an approved marketing and distributive education occupational laboratory a minimum of 540 hours during the regular school year. This is an average of 15 hours each week during the school year.

2. To obtain the additional credit towards graduation, classroom work must be maintained. On-the-job training is a part of the total credit received in marketing and distributive education. The 540 hours during the regular school year will count as one additional credit towards graduation.

3. Maximum hours per week are dependent upon state labor laws and the student's ability to work and still maintain satisfactory grades in all school subjects.

4. Once a student has been employed, the student cannot change jobs without the permission of the coordinator. A change will be made only after the coordinator is convinced that a change will benefit the student.

5. It is not important how much a student can earn from his/her work station, but how much he/she can learn that counts.

6. A student may be discharged from the job without the employer's consulting the coordinator.

7. Each student is responsible for securing his/her own training station. This will be done with the guidance and assistance of the teacher-coordinator. Several students may be sent to interview for one position so each one must do his/her best to get the job. The student should be employed six weeks after the beginning of school.

School

1. School obligations come first. Marketing and distributive education students must make up all detentions and report to teachers when told, even if it conflicts with work. It is entirely possible to avoid such obligations and every marketing and distributive education student is responsible for doing just that.

2. If a marketing and distributive education student is too ill to report to school, he/she is too ill to report to work. Contact the employer by telephone immediately. Time off from work for any other reason should be requested of the employer as soon as possible.

3. A student may leave school after classes are completed whether the student works that day or not. Upon leaving school, the student will report directly to work or home.

4. Marketing and distributive education courses and work experience count as credit hours toward graduation. These credits are recognized by colleges and universities throughout the nation.

5. Marketing and distributive education students represent their school and the marketing and distributive education program while on the job and in school. Their conduct should be far above average.

DUTY: ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, AND COOPERATIVE EDUCATION

TASK: Define DECA and its purposes

PERFORMANCE OBJECTIVE

Given a class discussion on DECA, the student will be able to define DECA, state its purposes, and identify officers and national personnel with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the purposes and activities of DECA.	N/A
II. Have students list suggestions for DECA activities.	
III. Provide students with names of officers and state personnel.	
IV. Explain how elections are held, qualifications, and responsibilities in DECA.	
V. Have students complete a teacher-made DECA information sheet to study and to keep in their notebook for future reference.	

RESOURCES

Beaumont, Langan, and Taylor. **Your Career in Marketing**, pp. 138, 142.
South Carolina DECA Guide
"DECA Transparency Series"

TOOLS AND EQUIPMENT

Overhead projector, screen

EVALUATION

The student will define DECA, state its purposes, and identify officers and national personnel with 100% accuracy.

DUTY: ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, AND COOPERATIVE EDUCATION

TASK: List competitive events and non-competitive events

PERFORMANCE OBJECTIVE

Following instruction in the DECA competitive and non-competitive events, the student will be able to list five individual competitive events, three chapter competitive events, and all non-competitive events with 100% accuracy.

LEARNING ACTIVITIES

I. Discuss and list competitive events and non-competitive events.

II. Show and discuss the film "DECA is for Everybody."

III. Discuss the two kinds of events and how a student can participate.

IV. Have students choose an event of interest and distribute the guidelines for the student to examine.

V. Have a previous winner give a presentation on his/her experiences.

PERFORMANCE GUIDE

N/A

RESOURCES

Previous events winner
South Carolina DECA Guide
"DECA Is for Everybody" (film)

TOOLS AND EQUIPMENT

Projector, screen

EVALUATION

The student will list five individual competitive events, three chapter competitive events, and all non-competitive events with 100% accuracy.

DUTY: ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, AND COOPERATIVE EDUCATION

TASK: Identify goals of local DECA Chapter

PERFORMANCE OBJECTIVE

Following a discussion of suggested chapter activities, the student will be able to identify with 100% accuracy all activities and goals which are vital for the operation of a successful local DECA Chapter.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Present outlines of ceremonies, meetings, professional development activities, and social functions.	N/A
II. Have Parlimentarian present a procedure workshop.	
III. Hold a DECA meeting during class. Follow parlimentary procedures with the officers in charge and give a progress report or purpose and duties report.	
IV. Have students sign up for committees on which they would like to participate.	
V. Have committee to meet in buzz groups and report their goals for the year.	

RESOURCES

South Carolina DECA Guide
Distributive Education Student Handbook
Parliamentary Procedure Made Easy

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify with 100% accuracy all activities and goals which are vital for the operation of a successful local DECA chapter.

Orientation

Bibliography

Beaumont, John; Langan, K.; and Taylor, L. H. **Your Career in Marketing.** New York: McGraw-Hill Book Co., 1976.

Cooperative Vocational Education. Columbia, S. C.: South Carolina Department of Education, 1981.

Distributive Education Programs. Washington, D. C.: U. S. Department of H.E.W., Office of Education, 1978.

Distributive Education Student Handbook. Columbia, S. C.: South Carolina Department of Education, 1977.

Marketing and Distributive Education Teacher-Coordinator Operational Handbook. Columbia, S.C.: South Carolina Department of Education, Office of Vocational Education, 1981.

Meyer, W. G.; Crawford, L. C.; and Klaurens, M. K. **Coordination in Cooperative Vocational Education.** Indianapolis, Ind.: Merrill Publishing Co., 1975.

Parliamentary Procedure Made Easy. Columbia S.C.: South Carolina Department of Education, 1983.

South Carolina DECA Guide. Columbia, S. C.: South Carolina Department of Education, 1981.

FILM
"DECA is for Everybody." Reston, Va.: DECA Related Materials Service, 1979.

TRANSPARENCIES
"DECA Transparency Series" (Order No. CSR015). Reston Va.: DECA Related Materials Service, 1981.

III. CAREER DEVELOPMENT

A. CAREER PLANNING

B. JOB APPLICATION

C. JOB INTERVIEW

D. BIBLIOGRAPHY

DUTY: CAREER DEVELOPMENT

TASK: Develop a career goal

PERFORMANCE OBJECTIVE

Given a discussion on the career planning process, the student will be able to describe the differences between short-term and long-term goals and the procedure for planning each with 95% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define "career."	N/A
II. Invite local speakers to discuss their careers.	
III. Discuss the difference between short-term and long-term goals with examples.	
IV. Have students divide into groups and discuss their aptitudes and interests.	
V. Explain the difference between a career ladder and a career lattice.	
VI. Make a list of identifiers for a person who is an unskilled, semi-skilled, or skilled worker and who is a paraprofessional , middle management, top management, or professional.	
VII. Discuss the need to have flexibility in the career plan to allow for unexpected opportunities or problems.	
VIII. Discuss the various routes a person can follow in reaching goals, i.e., work, higher education, etc.	
IX. Show and discuss the film "Get that Job: Choosing a Career."	
X. Show and discuss the film "How a Career Develops."	

RESOURCES

Beaumont, Langan, and Taylor. **Your Career in Marketing**, pp. 56-65, 87-95
Elsberg. **Career Exploration: You and Your Future**, pp. 3-40
Kimbrell and Vineyard. **Succeeding in the World of Work (Individualized Related Instruction)**, pp. 91-99
"How a Career Develops" (film)
"Get That Job: Choosing A Career" (film)
Local resource speakers

TOOLS AND EQUIPMENT

16mm film projector, screen

EVALUATION

The student will describe at least five differences between short-term and long-term goals and the procedure for planning each with 95% accuracy.

DUTY: CAREER DEVELOPMENT

TASK: Develop an occupational choice

PERFORMANCE OBJECTIVE

Given different occupational categories, the student will be able to select one category of interest, one job in that category, and list the steps toward attaining that job.

LEARNING ACTIVITIES

I. Discuss the job occupational categories in fashion merchandising: the fiber industry, fashion apparel, retail stores, buying offices, advertising, promotion or display industry, etc.

II. Discuss the steps followed in making an occupational choice.

III. Discuss the areas or points which should be considered when studying a job.
   a. Personal characteristics
   b. Job requirements
   c. Interests and abilities
   d. Advancement opportunities
   e. Other items of importance to the students

IV. Have each student work up a tentative plan for developing the skills and characteristics needed for success in a field of the student's interest.

V. Have students complete the accompanying handout to select a realistic career goal.

VI. Show and discuss the film "People at Work: How People Choose Jobs."

PERFORMANCE GUIDE

N/A

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 448-466
Elsberg. **Career Exploration: You and Your Future**, Chapter 2 (pp. 43-73)
Exploring Careers: World of Work and You
S.C. Ocupational Information Systems
"People at Work: How People Choose Jobs" (film)

TOOLS AND EQUIPMENT

16 mm film projector, screen, television, monitor, video cassette player, computer terminal

EVALUATION

The student will select one category of interest in the field of occupations. After selecting one job in that category, the student will list the steps toward achieving that job.

PROJECT 1: CAREER EXPLORATION

Career Development
Student Information Sheet

This report should contain the following information.

1. Major career interest area.

2. Listings of job titles in the area.

3. Select one job title that interests you. Include the following information as related to that particular job.

   a. Required education
   b. Specialized training
   c. Job experience or entry level position
   d. Advancement opportunities
   e. Job responsibilities and duties
   f. Requirements: physical, mental, and personality
   g. Working conditions
   h. Degree of travel involved
   i. Geographic location of major clusters of jobs
   j. Job outlook: supply and demand of workers

4. An analysis of the fit between your aptitudes, interests, and abilities and those required for the job.

5. A job application completed as though you were applying for that particular job.

6. A business letter to someone who could give you additional information. Remember to use the correct form and follow the guidelines for business letter writing. These letters will be forwarded to the addressee for information.

7. Additional information or illustrations that you may wish to include.

DUTY: CAREER DEVELOPMENT

TASK: Complete a job application

PERFORMANCE OBJECTIVE

Given the necessary information and classroom discussion, the student will be able to complete a job application with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the rules and instructions for completing a job application.	N/A
II. Prepare and present a list of words that may be a problem when completing a job application.	
III. Invite a resource speaker to explain expectations of job application forms.	
IV. Develop and discuss a transparency with an incorrectly completed application form.	
V. Have students practice completing different applications.	
VI. Show and discuss the film "Careers in the Office: Applying for a Job."	

RESOURCES

"Careers in the Office: Applying for a Job" (film)
Bodle and Corey. **Retail Selling**, pp. 39-40
Blackledge and Blackledge. **The Job You Want—How to Get It**, pp. 52-69
Job Seeking: How and Where, pp. 22-26
Blank application forms from local retailers

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, filmstrip projector, screen

EVALUATION

The student will complete a job application with 100% accuracy.

DUTY: CAREER DEVELOPMENT

TASK: Complete a personal data sheet or resume

PERFORMANCE OBJECTIVE

Given the necessary instruction, the student will be able to complete a personal resume or data sheet with 100% accuracy.

LEARNING ACTIVITIES

I. Develop and discuss a transparency of an incorrect resume.

II. Have students complete a personal resume.

III. Explain the six sections of a personal resume.

IV. Have students evaluate each other's resume for accuracy.

V. Have each student describe how to set up a personal resume.

VI. Explain the purposes of a resume.

PERFORMANCE GUIDE

N/A

RESOURCES

Job Seeking: How and Where, pp. 20-22
Blackledge and Blackledge. **The Job You Want—How to Get It**, pp. 44-50
Elsberg. **Career Exploration: You and Your Future**, pp. 83-87
Wingate and Samson. **Retail Merchandising**, pp. 600-604

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, screen

EVALUATION

The student will complete a personal resume or data sheet with 100% accuracy.

DUTY: CAREER DEVELOPMENT

TASK: Complete a cover letter

PERFORMANCE OBJECTIVE

Given the necessary instructions, the student will be able to write a cover letter to a job application. All grammar and elements of the letter must be included with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the purposes of a cover letter for a job application.	N/A
II. Explain the three main elements of a cover letter.	
III. Develop a spelling list of words commonly used in a cover letter.	
IV. Write sample cover letters to various employers in local cities for illustration.	
V. Have students write a sample cover letter to a fictitious employer.	

RESOURCES

Job Seeking: How and Where, pp. 16-19
Wingate and Samson. Retail Merchandising, pp. 604-608
Want Ads from local newspaper

TOOLS AND EQUIPMENT

None

EVALUATION

The student will write a cover letter which uses correct grammar and includes the three elements of a cover letter with 100% accuracy.

DUTY: CAREER DEVELOPMENT

TASK: Role play a job interview

PERFORMANCE OBJECTIVE

Given an interview situation, the student will demonstrate the techniques of a successful job interview with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss pre-interview tips.	N/A
II. Discuss do's and don't's during an interview.	
III. Invite a guest speaker to discuss interview tips.	
IV. Construct a bulletin board displaying job interview techniques and discuss these with class.	
V. Have students role play correct and incorrect interview procedures and "body language."	
VI. Show and discuss pictures of proper and improper dress for a job interview.	
VII. Have students answer questions frequently asked on a job interview.	
VIII. Have students role play portions of an interview.	
IX. Assign an appointment for a mock interview and have the student arrive dressed appropriately with a typed resume and completed application. The interviewer may be a local businessperson, guidance counselor or the teacher. For self-analysis later, the interview would be videotaped.	
X. Discuss post-interview tips.	
XI. Show and discuss the filmstrip "The Job Interview."	

XII Show and discuss the film "Get that Job: Handling the Interview."

RESOURCES

Various magazines, guest speakers from local retailers
Job Seeking: How and Where
Wingate and Samson. **Retail Merchandising**, pp. 609-612
Blackledge and Blackledge. **The Job You Want—How to Get It**, pp. 70-81
Elsberg. **Career Exploration: You and Your Future**, pp. 87-89
"Get That Job: Handling the Interview" (film)

TOOLS AND EQUIPMENT

Bulletin board, video tape player, television monitor, screen, 16 mm projector, video player recorder

EVALUATION

The student will list at least five do's and don't's of a successful job interview with 100% accuracy.

Bibliography

Career Development

Beaumont, John A.; Langan, Kathleen H.; and Taylor, Louise H. **Your Career in Marketing.** New York: McGraw-Hill Book Company, 1976.

Blackledge, Ethel H. and Blackledge, Walter L. **The Job You Want—How to Get It.** Cincinnati, Ohio: Southwestern Publishing Co., 1983.

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Elsberg, Ted. **Career Exploration: You and Your Future.** New York: Fairchild Publications, Inc., 1975.

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Job Seeking: How and Where. Columbia, S.C.: S.C. Department of Education, 1981.

Kimbrell, Grady and Vineyard, Ben S. **Individualized Related Instruction for Succeeding in the World of Work.** Bloomington, Ill.: McKnight Publishing Co., 1978.

Pivar, William. **Work Experience Handbook.** San Francisco: Canfield Press, 1976.

Wingate, John W. and Samson, Harland E. **Retail Merchandising.** Cincinnati, Ohio: South-Western Publishing Co., 1975.

S.C. Occupational Information Systems (SCOIS). Columbia, S.C.: Employment Security Commission, 1983.

Troxell, Mary D. and Stone, Elaine. **Fashion Merchandising.** New York: McGraw-Hill Book Co., 1981.

AUDIO-VISUALS

"Anything You Want to Be." Southern Bell.

"Careers in the Office, Applying for a Job" (13 minutes, color, 16 mm film). Encyclopedia Britannica Educational Corporation, 1970.

"Get That Job: Choosing a Career" (13 minutes, color, 16 mm film). Coronet Film Company, 1975.

"Get That Job: Handling the Interview" (10 minutes, color, 16 mm film). Coronet Film Company, 1975.

"How a Career Develops" (16 minutes, color, 16 mm film). Counselor Film, Inc., 1974.

"People at Work: How People Choose Jobs" (10 minutes, color, 16 mm film). Coronet Film Company, 1976.

"You and Your Job." Coronet Film Company, Chicago.

IV. PERSONAL DEVELOPMENT

A. BODY CARE

B. SKIN/HEALTH CARE

C. COLOR CODING

D. DRESS FOR SUCCESS

E. HUMAN RELATIONS

F. COMMUNICATIONS

G. MODELING (PERSONAL)

H. BIBLIOGRAPHY

DUTY: PERSONAL DEVELOPMENT

TASK: Identify good posture and develop a plan for improvement

PERFORMANCE OBJECTIVE

Given information, a demonstration, and classroom discussion, the student will be able to list at least four reasons for good posture with 100% accuracy and develop a plan for improvement.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain reasons for good posture (personal and professional).	N/A
II. Demonstrate and discuss the results of correct and incorrect posture.	
III. Invite a physician or chiropractor to discuss posture and damage caused by poor posture.	
IV. Divide class into groups to evaluate each other's posture. Have students complete the Personal Posture Analysis Chart.	
V. Review charts and discuss results in class.	
VI. Have students develop a plan for improvement by listing the areas below excellent.	
VII. Have students re-evaluate their posture each Friday and report improvements in their Personal Development Notebook.	

RESOURCES

Whitcomb and Cochran, The Modern Ms., pp. 1-10
Physician or chiropractor

TOOLS AND EQUIPMENT

Construction paper, ruler, pens, overhead projector, grease pencil

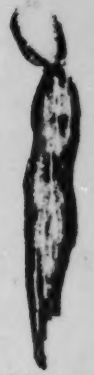
EVALUATION

The student will list at least four reasons for good posture with 100% accuracy and develop a plan for improvement.

How to Recognize and Detect Posture Faults

Have each individual student stand while you analyze his/her posture according to the chart below. Each student should then mark his/her posture chart listing any faults. You can also allow the students to work in groups of two. Let them analyze each other and then mark each other's chart.

Upper Segments



Shoulders forward, sagging chest, increased back roundness, stretched back muscles, shortened front muscles

Balanced head, chin, and back; chest and shoulders balanced

Shoulders back, chest high, hollow lower back

Balanced shoulders

Unbalanced shoulders, high shoulders

Middle Segments

Displaced forward pelvis, fatigue slump

Balanced pelvis

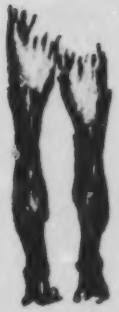
Increased pevic hip

Balanced pelvis

Unbalanced pelvis; high hip

Lower Segments

Back bones



Bow legs

Knock knees

Unbalanced ankles

Bulging ankle bones

Turned-out big toes

63

Reasons for Posture Faults

Faulty posture can be the result of laziness, incorrectly fitted clothes, expanding the abdomen to keep one's skirt/pants on, emotional disturbances, lack of exercise, faulty nutrition, and standing and walking incorrectly.

If any one of these conditions is the reason, the faulty posture can be improved through corrective procedures.

DUTY: PERSONAL DEVELOPMENT

TASKS: Develop an ideal weight plan

PERFORMANCE OBJECTIVE

Given information, charts, and discussion, the student will be able to develop a plan for achieving his/her ideal weight according to standard charts.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss diets and the hazards of dieting: gimicks, too fast, unsafe, etc.	N/A
II. Have students determine ideal weight according to height and bone structure.	
III. Discuss caloric information and Chart.	
IV. Review nutrition exercise information.	
V. Complete diet plan for achieving ideal weight.	
VI. Have students include plan in their Personal Development Notebook.	

RESOURCES

Whitcomb and Cochran. **The Modern Ms.**, pp. 14-20
Magazines such as **Mademoiselle, Self, Diet and Exercise Guide, Glamour, Esquire, Gentleman's Quarterly, Essence, Ebony, Vogue**
Local dietician, Health Department

TOOLS AND EQUIPMENT

None

EVALUATION

The student will complete a plan for achieving his/her ideal weight nutritionally and with an exercise routine.

HOW TO CALCULATE YOUR CALORIE REQUIREMENTS

To maintain your weight:
Present weight _____ x 10 = _____, which is your BMR (Basal Metabolic Rate).
Multiply BMR by your activity factor (see Calorie Expenditure Chart to help you select the right one):

1.3 If sedentary/light
1.5 If moderately active
2.0 If vigorous/strenuous

___ (BMR) x ___ (activity factor =
___ daily maintenance-level cals.

To lose one pound a week:
Subtract 500 calories from maintenance calories:

___ (maintenance calories)
___ 500
___
___ (daily diet-level calories not less than 1200)

To lose two pounds:
Subtract 1000 calories from maintenance calories for diet calorie-level (not less than 1200 calories)

Examples:
A 140-pound woman who is sedentary and would like to lose one pound a week:

140 (current weight) x 10 = 1400 (BMR)
140 x 1.3 (activity factor) = 1820 (maintenance-level calories)
1820 - 500 = 1320
(daily diet-level calories)

CALORIE-EXPENDITURE CHART

Check here for a comparison of calories used for a wide range of activities, from reading to horseback riding, which are listed by the "activity factors" used in our calculations for weight-maintenance calories. The figures are estimates and will vary depending on your age, weight, and sex. The younger or heavier you are, the more calories you consume in any given activity. And because men burn off more calories than women, women should use the lower calorie ranges.

	Calories Used Per Hour	Activities	
SEDENTARY	80 to 110	Reading Writing Watching TV Eating	Typing Officework Sewing
	110 to 150	Walking, slowly Dusting	Cooking Painting (inside)
LIGHT	150 to 240	Ironing Dancing, slowly	Golf (power cart) Riding power mower
MODERATE	240 to 300	Cleaning windows Mopping floors Food shopping Vacuuming Walking, moderate Cycling, slowly	Gardening, light Golf (pulling cart) Pushing light power mower Fishing Bowling
	300 to 360	Scrubbing floors Tennis, doubles Calisthenics Badminton	Golf (carrying clubs) Walking, faster than normal Cycling, moderate Table tennis
VIGOROUS	360 to 420	Walking, briskly Cycling, fast	Ice skating Roller skating
	420 to 480	Tennis, singles Water skiing Horseback, trotting	Dancing, folk or disco Pushing hand mower
	480 to 600	Jogging, slowly Speed cycling Downhill skiing	Horseback, galloping Basketball Sawing hard wood
STRENUOUS	600 to 660	Running, 5.5 mph	Swimming, breast stroke
	More than 660	Squash Handball	Ski touring Running, more than 6 mph

DUTY: PERSONAL DEVELOPMENT

TASK: Identify steps to body cleanliness

PERFORMANCE OBJECTIVE

Given examples and discussion, the student will be able to list the steps to body cleanliness with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the offensiveness of an unclean body.	N/A
II. Use posters to lead discussions on the need for cleanliness.	
III. Construct and hand out for discussion a list of products available to help with body hygiene.	
IV. Describe a daily routine necessary to obtain body cleanliness.	
V. Invite a health clinic nurse to speak on health beauty aids.	
VI. Complete handout forms found in text.	

RESOURCES

Whitcomb and Cochran, **The Modern Ms.**, pp. 73-84
Personal Development Poster Series

TOOLS AND EQUIPMENT

None

EVALUATION

The student will complete a teacher-made test on the importance of body cleanliness with 100% accuracy.

DUTY: PERSONAL DEVELOPMENT

TASK: Recognize benefits of proper nutrition

PERFORMANCE OBJECTIVE

Given information and discussion, the student will be able to describe the differences between high and low nutritional foods with 85% accuracy.

LEARNING ACTIVITIES

I. Discuss "proper" nutrition and the four basic food groups.

II. Have students write down all food intake in the past three days. Score these using the nutrition score test. If possible, identify the food groups.

III. Explain and list high nutritional foods and low nutritional foods.

IV. Develop a diet plan for three days composed of high nutritional foods including the basic food groups.

V. Have students critique articles on nutritional foods and benefits and preview health food recipes.

VI. Invite a dietician to discuss nutrition.

PERFORMANCE GUIDE

N/A

RESOURCES

Whitcomb and Cochran. The Modern Ms., pp. 11-18
Magazines, dietician

TOOLS AND EQUIPMENT

None

EVALUATION

The student will describe the differences between high and low nutritional foods with 85% accuracy. The description must include benefits of proper nutrition, the four basic food groups, and the foods included in each group.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify benefits of exercise

PERFORMANCE OBJECTIVE

Given information and discussion on exercise, the student will be able to list at least three benefits of proper exercise with 85% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss different types of exercise routines such as jogging, aerobics, jazzercise, etc. and their benefits.	N/A
II. Invite a speaker from local health club to discuss benefits and techniques of proper exercise.	
III. Ask a nurse (school) to provide information on exercise benefits.	
IV. Practice different types of exercise routines with gym teacher.	
V. List and discuss physical, mental and stress releasing benefits of exercise.	
VI. Have students bring magazines with articles about exercise in relation to calories burned up during exercise.	

RESOURCES

School nurse, gym teacher, health club instructor, magazines relating to exercise

TOOLS AND EQUIPMENT

Gym mats

EVALUATION

The student will complete a teacher-developed test with 85% accuracy on recognizing the benefits (physical, mental, and stress releasing) of proper exercise.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify skin types

PERFORMANCE OBJECTIVE

Given information and discussion, the student will be able to identify the characteristics of the three skin types with 85% accuracy and develop a plan for a personal skin care regime.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the characteristics of normal, oily, and dry skin types.	N/A
II. Illustrate with sketches or transparencies the areas of recognition.	
III. Discuss personal skin problems of each type and their symptoms.	
IV. Invite a dermatologist and/or cosmetics expert to speak on skin care and cleansing techniques.	
V. Have each student select his/her skin-type characteristics.	
VI. Demonstrate and have students complete the skin analysis chart.	
VII. Help students in developing a personal skin care program.	
VIII. Have students include the skin care program in their Personal Development Notebook.	

RESOURCES

Dermatologist and/or cosmetics expert
Whitcomb and Cochran. **The Modern Ms.**, pp. 24-32
Dress to Impress, pp. 146-150

TOOLS AND EQUIPMENT

None

EVALUATON

The student will identify the characteristics of the three skin types with 85% accuracy and develop a personal skin care regime.

DUTY: PERSONAL DEVELOPMENT

TASK: Recognize characteristics of the three hair types

PERFORMANCE OBJECTIVE

Given information, handouts, and classroom discussion, the student will be able to identify the characteristic of oily, normal, and dry hair with 85% accuracy and determine his/her individual hair type and the proper cleansing regiment as described in the text.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the characteristics of oily, normal, and dry hair and review handouts on each.	N/A
II. Invite a resource speaker to discuss each type. Test each student's hair type for oil content, texture, scalp, and cleansing procedures.	
III. Explain corrective shampooing and care techniques.	
IV. Select corrective products and natural products in magazines for different hair types and list.	
V. Have students write a cleansing regime for a healthy hair plan.	
VI. Ask for volunteers to report on their plans.	
VII. Have students include their reports in their Personal Development Notebook.	

RESOURCES

Whitcomb and Cochran. **The Modern Ms.**, pp. 51-58
Magazines, cosmetologist or dermatologist

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify the characteristics of the three hair types with 85% accuracy and select his/her hair type and the proper cleansing regime.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify facial shapes and proper hair styles

PERFORMANCE OBJECTIVE

Given information, sketches, and examples, the student will be able to determine his/her facial shape and select at least three flattering hairstyles based on facial shape.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Distribute and discuss sketches showing different facial shapes.	N/A
II. Point out the characteristics of each type, using the sketches and students in class.	
III. Divide students into groups of two and have them identify their own facial shapes. Mirrors may be used.	
VI. Have students report findings to class.	
V. Discuss hair styles for each facial shape.	
VI. Discuss and demonstrate ways to correct an improper hair style.	
VII. Invite a cosmetologist to discuss flattering hair styles.	
VIII. Have students select three photos in magazines of their facial shapes with attractive hair styles.	
IX. Include these photos in the student's Personal Development Notebook.	

RESOURCES

Whitcomb and Cochran, The Modern Ms., pp. 59-62
Dress to Impress, p. 58

TOOLS AND EQUIPMENT

None

EVALUATION

The student will select his/her facial shape and select at least three flattering hair styles based on his/her facial shape.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify the effects of warm and cool colors on an individual

PERFORMANCE OBJECTIVE

Given the information about color analysis and by draping colors according to directions, the student will identify the type of colors (warm/cool) that are better for his/her skin.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Perform "Color Cues" activities.	N/A
II. Read **Color Me Beautiful** by Carol Jackson.	
III. Invite a professional color analyst to speak to the class about the importance of color in make-up and wardrobing.	
IV. Read about color analysis in current fashion magazines.	

RESOURCES

Jackson. **Color Me Beautiful**

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify the types of colors (warm/cool) that are better for his/her skin.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify appropriate attire for specific occasions

PERFORMANCE OBJECTIVE

Given classroom discussion and illustrations on appropriate dress styles, the student will be able to identify the dress style for ten occasions and develop an individual wardrobe which is figure flattering and appropriate as described in text.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and discuss "appropriate attire."	N/A
II. List occasions and have students determine the appropriate attire.	
III. Invite speaker to discuss dressing for job success, personal success, and wardrobe coordination.	
IV. Have students report on reading selection from **Dress for Success.**	
V. Compile a list (use chalkboard) of appropriate articles for office attire.	
VI. Discuss body shapes and how to camouflage body defects.	
VII. Preview text handouts on "What to Wear" and "What to Avoid."	

RESOURCES

Molley. **Dress for Success**
Whitcomb and Cochran. **The Modern Ms.**, pp. 85-96
Fashion coordinator

TOOLS AND EQUIPMENT

None

EVALUATION

The student will complete a teacher-developed test with 85% accuracy on appropriate attire for specific situations and will describe an appropriate wardrobe for his/her own business purposes as described in text.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify and define human relations characteristics

PERFORMANCE OBJECTIVE

Given information and discussion, the student will be able to identify and define five desirable human relations characteristics with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and discuss human relations using handouts.	N/A
II. Divide class into groups. Have students role play case studies on human relations.	
III. List and describe situations where good human relations are helpful.	
IV. Define desirable personal characteristics in the above situations.	
V. Discuss "personal opinions."	
VI. Have students complete the work sheet on evaluating self.	
VII. Discuss case studies identifying positive personal characteristics.	

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 14-18
Russon. **Personality Development for Business**, pp. 3-14
Human Relations (LAPS 1-4)

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define human relations and identify five desirable human relations characteristics with 100% accuracy.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify components of leadership styles in the work environment

PERFORMANCE OBJECTIVE

Given information, examples, and discussion, the student will be able to identify and describe the components of a work environment and the three leadership styles with 85% accuracy.

LEARNING ACTIVITIES

I. List and discuss the components of a work environment.

II. Discuss personal situations in the work environment demonstrated by student and case studies.

III. Invite production manager to discuss a pleasant and unpleasant work environment.

IV. Discuss productivity as it relates to needs satisfaction and the type of examples.

V. Identify and discuss the components of the three leadership styles with examples.

VI. Discuss the pro's and con's of each style.

VII. Provide examples of situations and have students select the type of leadership style they would choose to work in.

VIII. Discuss case situations on leadership.

PERFORMANCE GUIDE

N/A

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 20-24
Shilt and Everard. **Business Principles and Management**, pp. 533-550
A production manager

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify and describe the components of a work environment and the three leadership styles with 85% accuracy.

DUTY: PERSONAL DEVELOPMENT

TASK: Identify communication skills

PERFORMANCE OBJECTIVE

Given reading assignments and classroom discussion, the student will be able to define communication and identify the five elements of a communications model with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss reading assignment on communications.	N/A
II. Complete "Experience 3-1" in text and discuss the results.	
III. List problems which result from lack of or poor communication.	
IV. Identify and discuss the elements of communication found in case studies.	
V. Invite a personnel director to speak on the ability to communicate.	
VI. Distribute and explain the handouts located in the "LAPS" series.	
VII. Have students to role play the communication process and identify the elements.	

RESOURCES

Mathisen. Apparel and Accessories, pp. 25-33
Communications (LAPS 42)

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define communication and identify the five elements of a communications model with 100% accuracy.

DUTY: PERSONAL DEVELOPMENT

TASK: Demonstrate basic modeling positions and movements

PERFORMANCE OBJECTIVE

Given demonstrations and practice with personal instruction, the student will be able to demonstrate basic modeling positions and movements with 85% accuracy.

LEARNING ACTIVITIES

I. Divide students into teams and have each to critique the other as they practice the modeling positions and movements as demonstrated.

II. Demonstrate the model's stance, the model's glide, basic hand positions, the half pivot, and the three-quarter pivot.

III. Invite a modeling instructor to class to discuss the modeling profession.

IV. Simulate a modeling show and have students demonstrate the five positions or movements.

V. Compare modeling positions with proper posture. Discuss the correlations between the two.

PERFORMANCE GUIDE

N/A

RESOURCES

North Carolina Fashion Merchandising Curriculum Guide
Modeling instructor

TOOLS AND EQUIPMENT

Full-length mirror, runway for modeling

EVALUATION

The student will demonstrate the basic modeling positions and movements with 85% accuracy.

Personal Development

Bibliography

Communications (LAPS 42). Columbus, Ohio: IDECC, Inc. and Ohio State University, 1974.

Dress to Impress. Columbus, Ohio: Ohio Distributive Education Materials Lab., 1976.

Human Relations (LAPS 1-4). Columbus, Ohio: IDECC, Inc. and Ohio State University, 1974.

Jackson, Carol. **Color Me Beautiful.**

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Molley, John T. **Dress for Success.** New York: Warner Books, Inc., 1975.

North Carolina Fashion Merchandising Curriculum Guide. Raleigh, N.C.: North Carolina Department of Education, nd.

Personal Development Poster Series. New York: Milady Publishing Corp., 1977.

Russon, Allen R. **Personality Development for Business,** 4th ed. Cincinnati, Ohio: South-Western Publishing Company, 1973.

Shilt, Bernard A. and Everard, Kenneth. **Business Principles and Management,** 7th ed. Cincinnati, Ohio: South-Western Publishing Company, 1979.

Whitcomb, Helen and Cochran, Laura S. **The Modern Ms.,** 2nd ed. New York: McGraw-Hill Book Company, 1975.

V. NATURE OF FASHION

A. HISTORY

B. THEORIES OF MOVEMENT

C. DESIGNERS

D. BIBLIOGRAPHY

DUTY: NATURE OF FASHION

TASK: Describe historical features of clothing from 1900 to present

PERFORMANCE OBJECTIVE

Given discussion on the slide/tape presentation and completion of a student presentation, the student will be able to describe the important historical features of fashion from 1900 to 1980 with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Have students preview the slide presentation on the "Evolution of Fashion" and take notes.	N/A
II. Briefly explain the fashion characteristics for each ten-year period from 1900 to 1980.	
III. Have students complete the true-false test accompanying the slide presentation.	
IV. Discuss the test questions.	
V. Take each ten-year period and discuss thoroughly using these aspects. a. Costume illustrations b. Music c. Movies d. Attitudes, politics, laws enacted	
VI. Sketch, illustrate, or describe a typical man or woman for each ten-year period. Compare and contrast each with the previous decade.	
VII. Have students work in groups on a presentation chosen from one of the ten-year periods between 1900 and 1980. Have each group submit a written report and give the presentation in class. Audio-visuals may be used in the presentation such as costumes (old clothes or pictures), slides, display, music, or transparencies.	

RESOURCES

"Clothing and History" (filmstrip). South Carolina Department of Education
"The Evolution of Fashion" (slide/tape presentation)
Pistolese and Horsting. **History of Fashion**, pp. 275-310
Anderton. **The World of Fashion**, pp. 21-40
Student Information Sheet

TOOLS AND EQUIPMENT

Slide projector, tape player, screen

EVALUATION

The student will describe the important historical features of fashion from 1900 to 1980 with 100% accuracy.

PROJECT 3: HISTORICAL DEVELOPMENT OF FASHIONS

Each report should include the following information.

1. Philosophy and thoughts of the times: What were the values and beliefs of the majority of people?

2. Political and historical climate: What leaders were in office or positions of power? What important historical events were occurring?

3. Economic climate : depression, recessions, inflation; was money plentiful, scarce, etc.?

4. Fashion trends: describe the following fashion components for both men and women.

   a. Apparel: suits, dresses, coats, pants, shirts, etc.
   b. Accessories: hats, shoes, jewelry, scarves, ties, etc.

5. In each area of apparel and accessories, discuss these topics.

   a. Basic line and design
   b. Popular colors
   c. Fabrics and colors

6. Famous people who were characteristic of this period.

7. The period's influence on current trends in fashion: give examples.

8. Popular music then and now.

9. Illustrations and sketches or pictures.

DUTY: NATURE OF FASHION

TASK: Identify each stage of the fashion cycle

PERFORMANCE OBJECTIVE

Given reading materials, class discussion, and illustrations, the student will be able to identify each stage of the fashion cycle in the proper order with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the reading assignment.	N/A
II. Demonstrate the fashion cycles of various articles of clothing. a. Introduction b. Use c. Culmination d. Decline e. Obsolescence	
III. Have students identify the fashion cycles for three articles of clothing found in magazines.	
IV. Illustrate the fashion cycle for an article of clothing using chart form.	
V. Invite a buyer from a local department store to discuss the five stages of the fashion cycle.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 34-50
Mathisen. **Apparel and Accessories**, pp. 2-11
Magazines
Local buyer from a local department store

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify each stage of the fashion cycle in the proper order with 100% accuracy.

DUTY: NATURE OF FASHION

TAKS: Define the theories of fashion adaptation

PERFORMANCE OBJECTIVE

Given reading assignment, discussion, and classwork, the student will be able to define the three fashion adaptation theories with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss reading assignment.	N/A
II. Demonstrate the three theories by drawing each on the chalkboard during explanation.	
III. Discuss how each theory affects merchandising.	
IV. Have students write a paper on "Fashion changes are evolutionary, not revolutionary" as it relates to these theories.	
V. Discuss these reports in class.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 52-67

TOOLS AND EQUIPMENT

Chalkboard

EVALUATION

The student will define the three fashion adaptation theories with 100% accuracy.

DUTY: NATURE OF FASHION

TASK: Describe and list accelerating and retarding factors

PERFORMANCE OBJECTIVE

Given reading assignments, class discussion, class debate, and field trip, the student will be able to list and describe the seven accelerating and five retarding factors (according to Troxell and Stone) which influence the fashion movement with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the reading assignment.	N/A
II. Discuss how social and political movements related to male/female competition have altered traditional sex roles and dress identity.	
III. Discuss how technological changes affect fashion.	
IV. Discuss how fashion changes come about. Do changes occur more or less rapidly today than ten years ago?	
V. List and explain the seven accelerating factors and five retarding factors.	
VI. Choose from a list the factors which accelerate or retard current fashion trends.	
VII. Conduct a class debate on the following topic: "Fashion changes radically after every war."	
VIII. Have students visit a department store or examine a mail order catalog for ideas in writing a report on "What are the evidences of the influence on fashion in our lives?"	

RESOURCES

Troxell and Stone. **Fashion Merchandising,** pp. 39-42
Local department store or mail order catalog

TOOLS AND EQUIPMENT

None

EVALUATION

The student will describe and list the accelerating and retarding factors (according to Troxell and Stone) which influence the fashion movement with 100% accuracy.

DUTY: NATURE OF FASHION

TASK: Identify the role of the designer

PERFORMANCE OBJECTIVE

Given reading assignment and classroom discussion, the student will be able to identify the role of the designer with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss reading assignment.	N/A
II. Explain the role and types of designers.	
III. Administer a teacher-developed "pop test" on the discussion about designers.	
IV. Invite an industrial designer to describe his/her job.	
V. Have students write a paragraph about each type of designer, identifying the differences in each job description.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 52-56
Anderton. **The World of Fashion**, pp. 120-214
Industrial designer

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify the role of the designer with 100% accuracy.

DUTY: NATURE OF FASHION

TASK: Identify the major fashion designers

PERFORMANCE OBJECTIVE

Given reading assignment and research and classroom discussion, the student will be able to identify twenty major fashion designers with 85% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Using the handout, describe the major designers and give a brief history of each.	N/A
II. Have students research at least one designer on the handout list. Students may use local libraries and designer company's brochures.	
III. Have students present reports to class for discussion.	
IV. Discuss the clothing trademarks of the designers and the kinds of materials favored by each and the styles.	
V. Have students do a collage with photos by their favorite designers.	

RESOURCES

Watking. **Who's Who in Fashion**
Student Information Sheets
Current magazines, libraries

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify twenty major fashion designers with 85% accuracy.

DESIGNER PORTFOLIO: A CONTINUING PROJECT TO BE EVALUATED EACH 9 WEEKS GRADING PERIOD

Introduction: One of your major projects, which will be evaluated each nine weeks, will consist of any and all information you are able to collect pertaining to one particular designer of your choice. You may select from the list below, or you may choose another designer, as long as it is approved by the instructor.

Geoffrey Beene
Bill Blass
Donald Brooks
Pierre Cardin
Coco Chanel
Christian Dior
Hubert de Givenchy
Kenzo Takada
Anne Klein
Norman Norell
Mary Quant
Oscar de la Renta
Nina Ricci
Adele Simpson
Vera
Diane Von Furstenburg
Yves Saint Laurent
Pauline Trigers
Valentino
Emelio Pucci
Calvin Klein
Stephen Burrows
Willi Smith
Halston
Gucci
Fiorucci
Ralph Lauren
Kasper
Rudi Gernreich
Elsa Schiaparelli
Charles Frederick Worth
Jean Patou

Purpose: The purpose of this project is to give you an opportunity to research an individual's design career in depth and learn as much as possible about the designer's background and training, major contributions to the field, and examples of designs. This project will also help you to utilize and/or improve your research skills and will increase your awareness of various resources located in the classroom (e.g. **Vogue, WWD, Ebony, Essence, Glamour, Gentleman's Quarterly, Esquire,** etc.) and how to analyze the information found therein.

When: Whenever you have completed your assigned work, you may look for information pertaining to your designer from resources in the classroom or those you have brought to the classroom. Make sure that you include the following format whenever you use information from any resources:

Name of publication
Date and volume number
Summary/analysis of information

You will also have time on Fridays to work on the portfolio.

Warning: Don't wait until the last minute to begin research on your designer. (It will show!) Get into the habit of reading the periodicals daily and searching for information wherever you are (at home, in the library, etc.). If you plan to pursue a career in the fashion field, you will have to do the same type of research in order to be knowledgeable about designs and trends in the field...you must always be at least one step ahead of the customer!

Due: Notebooks are due each nine weeks at a date specified by the instructor. Remember that the late rule applies to everything, including the portfolios.

Dress It Up: Use pictures, your own drawings, tracings, etc., to make it interesting and creative. Dare to be different. The instructor will remember it better!

Save It And Keep It In Shape: At the end of the year, or perhaps each nine weeks, these portfolios will be placed on display. Make sure yours is neat and in order. You may also want to use the portfolio when applying for jobs or educational institutions after graduating from school. (It helps!)

Who Is It???

My designer is : _____

Sex: _____ Nationality: _____

Living or deceased: _____

WHAT TO DO NOW: Put this sheet of paper in your designer portfolio as page one. Use folder of your own choosing or a notebook.

Now, the rest is up to you!!!!

Nature Of Fashion

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Anderton, Mary. **The World of Fashion.** Columbus, Ohio: Ohio Distributive Education Materials Lab, nd.

Mathisen, Marilyn P. **Apparel and Accessories.** New York: McGraw-Hill Book Company, 1979.

Pistolese, Rosana and Horsting, Ruth. **History of Fashion.** New York: John Wily and Sons, Inc., 1970.

Troxell, Mary D. and Stone, Elaine. **Fashion Merchandising.** New York: McGraw-Hill Book Co., 1981.

Watking, Josephine Ellis. **Who's Who in Fashion.** New York: Fairchild Publishing Co., 1975.

Audio-Visual

"The Evolution of Fashion," MPC Educational Publishers, New York (40 min., slide/tape presentation)

VI. SALES PROMOTION

A. SELLING

B. CASHIERING

C. ADVERTISING

D. VISUAL MERCHANDISING

E. PUBLICITY

F. FASHION SHOW PRODUCTION

G. BIBLIOGRAPHY

DUTY: SALES PROMOTION

TASK: Introduce concept of selling

PERFORMANCE OBJECTIVE

After instruction, practice, and drill, the student will be able to explain five reasons why customer buying motives are important and list four ways to determine customer buying motives with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Brainstorm: "What Is Selling?"	N/A
II. Brainstorm: "Why Do People Buy?"	
III. Explain the eight basic buying motives and why they are important.	
IV. Discuss impulse buying, convenience buying, and specialty buying.	
V. Explain why it is important to accurately determine a customer's needs.	

RESOURCES

Warmke, Palmer, and Nolan. **Marketing in Action**, pp. 23-35
Wingate and Nolan. **Fundamentals of Selling**, pp. 3-14
Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 331-343

TOOLS AND EQUIPMENT

Overhead projector, grease pencil

EVALUATION

The student will explain five reasons why customer buying motives are important and list four ways to determine customer buying motives with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Identify customer's mental stages

PERFORMANCE OBJECTIVE

Given the mental stages that a customer goes through before making a buying decision, the student will be able to list the steps of the AIDA formula and discuss each step with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Describe and discuss AIDA.	N/A
II. Demonstrate how the salesperson can lead the customer using this formula.	
III. Provide the students with a saleable item and have them sell it to a classmate, demonstrating the AIDA formula.	
IV. Make transparencies to assist the students to visually understand AIDA.	
V. Conduct a field trip where students can observe customers in stores. Have students observe experienced salespersons to determine the customer's mental stage of buying.	
VI. Discuss field trip in class and list observations.	

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 179-184
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 30-38
Warmke, Palmer, and Nolan. **Marketing In Action**, pp. 266-269
Wingate and Nolan. **Fundamentals of Selling**, p. 59

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, saleable item

EVALUATION

The student will list the steps of the AIDA formula and discuss each step with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Prepare for selling

PERFORMANCE OBJECTIVE

Given the three major areas involved in the pre-approach step of the sales process, the student will be able to describe each step with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the importance of the salesperson being prepared before approaching the customer.	N/A
II. Discuss and brainstorm with the class the importance of knowing the merchandise and being able to demonstrate its features, benefits, uses, and sources of the product.	
III. Discuss the needs-satisfaction theory. Demonstrate how the salesperson should analyze the product and find its selling points.	
IV. Discuss how to check the store's physical readiness for the customer to enter.	
V. Discuss the importance of knowing the store's rules, policies, and guidelines.	
VI. Have students volunteer personal buying experiences where the salesperson's knowledge or lack of knowledge in these three areas of the pre-approach was evident.	

RESOURCES

Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 39-41, 418-419

Samson, Little, and Wingate. **Retail Merchandising**, pp. 370-371

Wingate and Nolan. **Fundamentals of Selling**, pp. 255-259

Troxell and Stone. **Fashion Merchandising**, pp. 409-412, 414-415

TOOLS AND EQUIPMENT

Overhead projector, grease pencil

EVALUATION

With 100% accuracy, the student will list and discuss the three major areas of knowledge a salesperson should be familiar with before he/she approaches a customer.

DUTY: SALES PROMOTION

TASK: Approach the customer

PERFORMANCE OBJECTIVE

Given a discussion on the selling approaches used with a customer, the student will be able to list five purposes of an approach and cite two examples of each of the three major types of approaches with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the eight major purposes of a selling approach.	N/A
II. Provide a checklist of examples of the three selling approaches and discuss.	
III. Have students role play examples of the three selling approaches.	
IV. Conduct a field trip to observe five different approaches by five different salespersons. Review the checklist of what the students should look for on this trip.	
V. Have students report their findings from the field trip, highlighting important details or discoveries.	

RESOURCES

Meyer, Haines, and Harris. **Retailing Principles and Practices**, pp. 185-188
Ditzenberger and Kidney. **Selling--Helping Customers Buy**, pp. 109-118
Wingate and Nolan. **Fundamentals of Selling**, pp. 271-282
Student Information Sheet

TOOLS AND EQUIPMENT

None

EVALUATION

The student will list five purposes of a selling approach and cite two examples of each of the three major types of selling approaches with 90% accuracy.

Sales Promotion
Student Information Sheet

Name: _____

MALL PROJECT: THE APPROACH, PRESENTATION, AND CLOSING OF A SALE

Store: _____ Department or type of product: _____

Pre-approach:	Excellent	Good	Fair	N/A
Appearance (with the store image)				
Merchandise knowledge				
Familiar with store policies				

Approach:

Greeting (service, greeting, merchandise) _____

Mental Stages (AIDA) Which stage was the customer in? _____

Salesperson's attitude towards customer? (helpful, ignoring, indifferent)

_____

Did the salesperson gain the customer's confidence? _____

Is the salesperson's product knowledge apparent? _____

Does the customer show general or specific interest in the merchandise? _____

_____

Does the salesperson have to approach another customer while busy with the first?

_____ If yes, how does he/she handle it? _____

_____

Sales presentation:

Does the salesperson chose appropriate merchandise, based on the first comments from the customer? _____

_____

What is shown first? (quantity, brand, request) _____

Is showmanship used? (Show product in use, involve customer, senses, benefits, etc.)

_____

_____

Close the Sale:

Does the salesperson look for customer's reactions to start trial close? _____

_____

Does the salesperson wait for the customer to take the initiative to close? _____

_____

Does the salesperson talk to the customer while closing the sale, offer extra services (directions, gift wrap, bundling packages, etc.)? _____

_____

DUTY: SALES PROMOTION

TASK: Analyze and demonstrate the product

PERFORMANCE OBJECTIVE

Given discussion and role-playing techniques on customer benefits in choosing an item and a fashion product, the student will be able to analyze the product by listing the features/benefits and demonstrate how the product would be presented to three types of customers, according to criteria on a teacher-developed checklist achieving 100% "good" rating.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss and demonstrate how the salesperson should analyze the product and find its selling points.	N/A
II. Complete a "Product Analysis Sheet" for a given product.	
III. Have students select from a teacher-developed checklist the best examples of merchandise approaches which use the benefit technique.	
IV. Have students bring to class a fashion good and describe the features of the product; then turn the features into benefits.	
V. Conduct a field trip where students can observe how the salesperson listens to his/her customer's reasons for a purchase and individualizes the sale by deciding the product's benefits for that particular customer.	
VI. Have students role play examples emphasizing customer benefits for a given customer need/desire. a. Listen for clues from customer. b. With clues, use the showmanship techniques discussed in class.	

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, p. 59

Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 334-350

TOOLS AND EQUIPMENT

Overhead projector, grease pencil

EVALUATION

The student will analyze a fashion product by listing the features/benefits and demonstrate how the product would be presented to three types of customers according to criteria on a teacher-developed checklist achieving 100% "good" rating.

DUTY: SALES PROMOTION

TASK: Demonstrate salesperson's presentation to the customer

PERFORMANCE OBJECTIVE

Given a fashion item and classroom discussion on sales presentation, the student will be able to explain in writing how the salesperson can involve the customer through the major steps of a sales presentation with 85% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the purposes of a sales presentation and types of information needed from the customer.	N/A
II. Describe and demonstrate the different types of customers a salesperson may encounter. (Transparencies are recommended for describing types of customers.)	
III. Discuss why showmanship and customer involvement are so important.	
IV. Discuss the major steps involved in a sales presentation followed by an illustration.	
V. Invite a successful salesperson to speak on "What It Takes to be Successful in Today's Fashion Market" or "What Makes a Sale Successful."	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 346-350
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 41-42
Samson, Little and Wingate. **Retail Merchandising**, pp. 369-375
Local successful salesperson

TOOLS AND EQUIPMENT

Overhead projector, grease pencil

EVALUATION

The student will explain in writing how the salesperson can involve the customer through the major steps of a sales presentation with 85% accuracy.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Demonstrate merchandise

PERFORMANCE OBJECTIVE

Provided an article of merchandise and a customer who is interested in having the item demonstrated, demonstrate the merchandise. The demonstration must include interesting and informative remarks regarding the merchandise and a showing of styles and colors. An effort must be made to involve the customer in the sale and to answer all of the customer's questions honestly.

LEARNING ACTIVITIES

I. Discuss "What impresses you the the most about a salesperson's presentation?"

II. Discuss the importance of product knowledge in a sales presentation.

III. Obtain permission from a local mall or plaza to survey shoppers. Have students survey shoppers with a class-made survey as to the salesperson's involvement with their purchase.

PERFORMANCE GUIDE

II. 1. Open the sales demonstration by giving the customer some interesting and informative remarks about the item of merchandise.
2. Try to determine customer needs.
3. Show the customer an assortment of styles, colors, and patterns.
4. Show the customer the outstanding features of the merchandise.
5. Make an effort to involve the customer in the demonstration.
6. Answer the customer's questions and objections honestly and forthrightly.
7. Appeal to the customer's visual and tactile senses during the demonstration by pointing out certain features and allowing him/her to feel the articles.
8. Sell product benefits while demonstrating item of merchandise.
9. Give the customer care of the merchandise.

IV. Invite a successful salesperson to discuss "How important is product knowledge?"

V. Conduct a field trip. Have students concentrate on observing the salesperson demonstrating the merchandise only.

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 346-350
Samson, Little, and Wingate. **Retail Merchandising**, pp. 374-375
Troxell and Stone. **Fashion Merchandising**, pp. 406-415

TOOLS AND EQUIPMENT

None

EVALUATION

The student will demonstrate the merchandise including interesting and informative remarks regarding the merchandise and a showing of styles and colors according to criteria from a teacher-developed checklist achieving 100% "good" rating.

DUTY: SALES PROMOTION

TASK: Close the sale

PERFORMANCE OBJECTIVE

Given classroom discussion and role playing of a sales presentation, the student will be able to explain why customers raise objections during a sales presentation and demonstrate three techniques for overcoming objections with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss major reasons for customer objections and techniques a salesperson may use to overcome these objections.	N/A
II. Complete an "Objection Analysis Sheet" for a given product.	
III. Have students role play examples of customer/salesperson situations in which objections must be overcome.	
IV. Invite guest speaker to discuss "How to Deal with Objections."	
V. Conduct a field trip for students to observe sales presentations and how salespersons deal with objections.	
VI. Secure filmstrips on the topic of sales presentations.	

RESOURCES

Samson, Little, and Wingate. **Retail Merchandising**, pp. 377-381
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 42-43
Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 350-353
Successful salesperson

TOOLS AND EQUIPMENT

Filmstrip projector and screen

EVALUATION

The student will explain in writing why customers raise objections during a sales presentation and demonstrate three techniques for overcoming objections with 90% accuracy.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Open the cash register

PERFORMANCE OBJECTIVE

Given necessary instructions and a cash register, the student will be able to open the cash register for the beginning of the day. The steps in the procedure must be done in sequential order with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. List the steps in opening the register, discuss the reasons for each, and demonstrate the procedure.	I. 1. Obtain the change fund and count for accuracy. 2. Unlock register. 3. Reset all totals to "O." 4. Set date on register. 5. Check the supply of register tape; refill if necessary. 6. Enter change fund into cash drawer. 7. Turn register to "on" position.
II. Define change fund.	
III. Demonstrate the procedure in replenishing the change fund.	
IV. Explain and fill out a daily balance form.	
V. Have students practice filling out a balance form.	

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 39, 50-51
Bodle and Corey. **Retail Selling**, pp. 144-151
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 317-319

TOOLS AND EQUIPMENT

Cash register

EVALUATION

The student will complete a teacher-developed test on the procedure used in opening a cash register with 100% accuracy.

DUTY: SALES PROMOTION (PERFORMING CLERICAL DUTIES)

TASK: Close out cash register

PERFORMANCE OBJECTIVE

Provided a cash register with a day's receipts and transaction forms in the cash drawer, a daily balance form, and money bags, close out the cash register. When completed, required information must be accurately recorded on the daily balance form, and the specified amount of change must be left in the cash drawer.

LEARNING ACTIVITIES

I. List the steps in closing out the register, discuss the reasons for each, and demonstrate the procedure.

PERFORMANCE GUIDE

I.
1. Insert the daily balance form into the cash register according to the manufacturer's instruction.
2. Take a cash register reading.
3. Count and record the amount of coins and currency in the cash drawer.
4. Total and record the amount of checks in the cash drawer.
5. Count out a sufficient amount of coins and bills for use as the next day's change fund, and subtract this total from total cash. Enter this on the daily balance form as "cash in the drawer."
6. Place all cash and checks in the money bag.
7. Add all paidouts and cash refunds and subtract this total from the cash total to obtain cash received total.
8. Compare total cash received with the audit strip reading to determine if register is "cash proved" or "cash short."
9. Insert all monies, daily balance form, checks, overrings, underrings, voids, refunds and paidouts into the money bag and send it to the accounting department.
10. Leave cash drawer open.

II. Review the procedure in filling out a daily balance form.

III. Explain the terms cash proved, cash over, and cash short.

IV. Discuss the steps to follow when there is a discrepency in the balance.

V. Have students tell about the procedure they use on their jobs.

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 39, 50-51
Bodle and Corey. **Retail Selling**, pp. 144-151
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 317-319

TOOLS AND EQUIPMENT

Cash register and supplies

EVALUATION

The student will close out the cash register. When completed, required information must be accurately recorded on the daily balance form, and the specified amount of change must be left in the cash drawer.

DUTY: SALES PROMOTION

TASK: Operate a cash register

PERFORMANCE OBJECTIVE

Given a classroom demonstration and instructions, the student will be able to operate and identify the parts of the electronic and manual cash registers with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the parts of the electronic and manual cash registers and their uses.	
II. Explain and demonstrate the home key position on the manual and electronic cash register.	
III. Have students use the correct fingers to master home key positions.	
IV. Discuss the importance of using the home key positions.	
V. Have students practice the techniques of home key positions and compete for time efficiency.	
VI. Have students practice completing cash sales on electronic and manual cash registers.	VI. 1. Enter salesperson's identification number. 2. Enter merchandise item amount key. 3. Press department key. 4. Press subtotal key. 5. Press sales tax key. 6. Press total key. 7. Press cash sale key. a. Press amount tendered key. b. Give customer correct change.

RESOURCES

Doehring. **Cashier-Clerk**, pp. 9-15, 19-30, 33-38, 47-52
Bodle and Corey. **Retail Selling**, pp. 172-181
Ditzenberger and Kidney. **Selling - Helping Customers Buy**, pp. 298-309

TOOLS AND EQUIPMENT

Electronic and manual cash registers

EVALUATION

The student will identify the parts of the electronic and manual cash registers and complete ten sample problems with 100% accuracy.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process cash sales transactions

PERFORMANCE OBJECTIVE

Provided a cash sales ticket or cash register ticket and a customer with merchandise and money, process the cash sales transaction. All required information must be entered on the sales ticket, and all mathematical computations must be correct.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain why a cash sales ticket or cash register ticket is needed.	
II. Explain the accuracy needed in completing a cash sales transaction.	
III. Show and explain samples of correct and incorrect cash sales tickets.	
IV. Have students complete a cash sales ticket.	IV. 1. To complete a cash sales ticket: a. Fill out the —Quantity of merchandise. —Description of merchandise. b. Total the cost of merchandise. c. Enter the applicable amount of sales tax. d. Add the cost of merchandise to the amount of sales tax. e. Enter the total cost of the transaction. f. Tell the customer the amount due. g. Accept remittance and return any applicable change due the customer.
V. Have students complete a cash register ticket.	V. 1. To complete a sale on a cash register: a. Place sales ticket in register. b. Ring up the cost of each article of merchandise. c. Sub-total the sale. d. Enter applicable sales tax. e. Total the sales transaction.

f. Tell the customer the amount due.
g. Accept customer's remittance cash or check and return any applicable change.

2. Package the customer's purchase.
3. Give the customer a copy of the receipt of the sales transaction.
4. Keep a store copy.
5. Express thanks to the customer for shopping at the store.

RESOURCES

Bodle and Corey. **Retail Selling**, pp. 128-184
Mathisen. **Apparel and Accessories**, pp. 39-43

TOOLS AND EQUIPMENT

Copy of written sales ticket and cash register

EVALUATION

The student will process the cash sales transaction. All required information must be entered on the sales ticket, and all mathematical computations must be correct.

DUTY: SALES PROMOTION

TASK: Compute sales tax on cash register

PERFORMANCE OBJECTIVE

Given sales tax charts and explanations, the student will be able to compute the current amount of South Carolina sales tax for an item with 95% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Show and discuss the filmstrip "Sales Tax."	N/A
II. Distribute and explain the current South Carolina sales tax chart.	
III. Arrange for a government official to visit the classroom and discuss how sales tax money is used.	
IV. Demonstrate the procedure for computing sales tax both mathematically and on the cash register.	
V. Have students compute sample tax problems.	
VI. Have students complete tax problems on the cash register (manual and electronic).	
VII. Make a chart with a map of several states and compare the sales tax in each state.	

RESOURCES

Doehring. **Cashier-Clerk**, pp. 65-66
S.C. Tax Commission. **South Carolina Sales Tax Chart**
"Sales Tax," Life Skills Company (film and cassette)

TOOLS AND EQUIPMENT

Cash register (manual and electronic), filmstrip projector, screen, cassette player

EVALUATION

The student will compute with 100% accuracy the sales tax on ten sample problems: five on the cash register (manual or electronic) and five mathematically.

DUTY: SALES PROMOTION

TASK: Make change

PERFORMANCE OBJECTIVE

Given classroom demonstration and explanation on making change from a cash register, the student will be able to compute change for a cash sale and arrange currency and coins in the cash drawer with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Perform a cash sale example when a cashier does not give the exact change to a customer.	
II. Show and explain the procedure in making change accurately by the counting forward method.	
III. Demonstrate and explain the procedure for making change using the cash register.	
IV. Determine the change given in different problems on paper and cash register.	
V. Using play money, demonstrate how to give correct change in different cash sales.	
VI. Show the way currency and coins are arranged in their proper compartments in a cash drawer.	
VII. Have students practice giving change to a customer on electronic and manual register.	VII. 1. Tell customer total amount due. 2. Take customer's money, announce the amount and place on ledge of register. 3. Calculate the amount of change due by using the "counting forward" method. 4. Count the change back to the customer while placing the bills and coins in the customer's hand.

5. Place money on ledge of the register in cash drawer.

RESOURCES

Bodle and Corey. **Retail Selling**, pp. 143-144, 146-149
Eisenberg. **Retail Sale Transactions**, pp. 2C, 2D
Ditzenberger and Kidney. **Selling - Helping Customers Buy**, pp. 310-317

TOOLS AND EQUIPMENT

Cash register, overhead projector, grease pencil, play money, screen

EVALUATION

The student will compute change for a cash sale and arrange currency and coins in the cash drawer with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Authorize customer's checks

PERFORMANCE OBJECTIVE

Given three examples of customer's checks, authorize each valid check.

LEARNING ACTIVITIES

I. Explain and label the parts of a personal check, using an overhead projector.

II. Name and discuss the criteria for accepting personal checks.

III. Have students practice completing personal checks authorization.

PERFORMANCE GUIDE

III. 1. Examine the check for acceptability.
   a. Identify the bank on which the check is drawn.
   b. Determine that the date is acceptable.
   c. Verify that the payee line is correctly filled in.
   d. Verify that the written amount and figure amount are in agreement.
   e. Ask customer for identification and write identifying numbers on back of check.
      —Driver's license
      —Credit cards
      —Social Security number
      —Phone number
   f. Verify that check is correctly signed by customer and matches the signature on driver's license.
   g. Determine that check has no alterations.
   h. Determine that check is personalized.
2. Authorize the check according to store policy.
   a. Initial the check.
   b. Determine whether further authorization is needed.

IV. Explain the purposes and different uses of personal checks.
V. Conduct a field trip to a check processing plant.

RESOURCES

Bodle and Corey. **Retail Selling**, pp. 163-167
Eisenberg. **Retail Sales Transactions**, pp. 4A, 4B
Local check processing plant

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, screen

EVALUATION

The student will authorize three valid customer checks with 100% accuracy.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process bank credit card sales

PERFORMANCE OBJECTIVE

Provided a customer who desires to make a bank card sales transaction, a merchandise bank card sales ticket and an imprinter, process the transaction. All required information must be entered on the bank card sales ticket, the ticket must be signed by the customer, and all procedures to validate the sales transaction must be performed.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain and label the parts of a bank charge card and forms (use overhead projector).	
II. Name and discuss the criteria for accepting bank charge cards.	
III. Have students practice completing bank charge credit card forms.	III. 1. Ask the customer for bank card. 2. Check the credit card. a. If card is unsigned and the customer has positive identification, ask her/him to sign it. b. Compare the bank card against the card numbers on the most recent warning notice. If customer's number appears on the list, call the authorization center. c. Call the authorization center to verify customer's credit, or use computer equipment to get credit code. 3. Check the expiration date. If valid, continue processing. If card has expired, inform customer that purchase cannot be charged on the card. 4. Process the sales ticket through the imprinter with customer's card. a. Place credit card face-up in imprinter. b. Position sales draft face-up in imprinter.

c. Imprint ticket. Check sales ticket to see that the following information is clearly printed:
   —Card holder's name
   —Expiration date
   —Account information
   —Merchant's name

5. Write the following information in the appropriate spaces.
   a. Date of sales transaction
   b. A description of merchandise
   c. Dollar amount of sale
   d. Dollar amount of the tax
   e. Total dollar amount of sale
   f. Credit card number
6. Ask the customer to sign the sales ticket. Check the signature to determine that it matches the signature on the card.
7. Ask for and record the customer's phone number and address.
8. Call for authorization, if sale exceeds floor limit.
9. Check all copies of sales ticket to determine that each is legible.
10. Return the customer's bank card with copy of the sales ticket.
11. Keep both the "Merchant" and "Bank Copy."

IV. Invite a resource speaker to discuss establishing credit.

V. Explain why consumers use credit cards.

RESOURCES

Eisenberg. **Retail Sales Transaction**, pp. 3-A, B, C, D, E
Bodle and Corey. **Retail Selling**, pp. 158-163
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 273-276

TOOLS AND EQUIPMENT

Imprinter, copy of charge slip, overhead projector, screen, grease pencil

EVALUATION

The student will process the bank credit card sales transaction. All required information must be entered on the bank card sales ticket, the ticket must be signed by the customer, and all procedures to validate the sales transaction must be performed.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process charge sales transaction

PERFORMANCE OBJECTIVE

Provided a customer who wishes to make a charge sales transaction, a credit card, a credit sales ticket, and credit card imprinter, process the transaction. When the charge sales transaction is completed, all applicable information must be written on the credit sales ticket, the ticket must be signed by the customer, and all mathematical computations must be correct.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain and label the parts of a bank charge card and slips on overhead projector.	
II. Name and discuss the criteria for accepting bank charges and credit cards.	
III. Have students practice completing bank charge credit card slips.	III. 1. Check the credit for validity. a. Check to determine that the card has been signed by the customer. b. Check the expiration date to determine that the card is valid. c. Check the card against the store's bulletin. 2. Check the amount of the sale to determine that it does not exceed the floor sales limit. 3. Call for authorization if required by store policy. 4. Complete charge sales ticket as follows. a. Date the ticket. b. Write salesperson number. c. Write department number. d. Enter the number of each item purchased. e. Write a description of item purchased. f. Enter the cost of each item. g. Multiply and enter the cost of each item by the number purchased.

h. Add and enter costs of all purchased items.
i. Determine and enter the amount of sales.
j. Add the subtotal of merchandise to the amount of sales tax, and enter on ticket.
k. Place charge sales ticket and customer's charge card on imprinter and imprint.

5. Tell customer the total cost of the transaction.
6. Ask the customer to sign the charge sales ticket.
7. Return the charge card to customer.
8. Ring on cash register if required.
9. Give the customer a copy of the charge sales ticket.
10. Put the store's copy of charge sales ticket in designated place.
11. Package the customer's merchandise.
12. Thank the customer for making the purchase.

IV. Invite a resource speaker to discuss establishing credit.

V. Explain why consumers use credit cards.

RESOURCES

Eisenberg. **Retail Sales Transaction**, pp. 3A, B, C, D, E
Bodle and Corey. **Retail Selling**, pp. 158-163
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 273-276

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, screen

EVALUATION

The student will process a charge sales transaction with credit card, credit sales ticket, and a credit card imprinter with 100% accuracy. All applicable information must be written on the credit sales ticket, the ticket must be signed by the customer, and all mathematical computations must be correct.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process lay-away sales

PERFORMANCE OBJECTIVE

Provided a customer who wishes to make a purchase on lay-away, merchandise, and a lay-away sales ticket, process the sale. All required information must be legibly written on the lay-away sales ticket, and all mathematical computations must be correct.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Identify the different types of forms that may be used in a lay-away sale.	
II. Discuss the different reasons that customers lay away merchandise.	
III. Discuss the different store procedures on lay-aways.	
IV. Demonstrate the procedure for completing lay-away forms.	IV. 1. Legibly write the lay-away sales ticket. Include the following information. a. Customer's name, address and phone number b. Salesperson's identification number c. Department number d. A description of the merchandise e. Price of the merchandise f. Subtotal cost of the merchandise g. Sales tax, if applicable h. Subtotal of sales tax plus the cost of the merchandise plus lay-away fee i. Deposit made by customer j. Difference between total cost of merchandise and deposit k. Date the merchandise will be paid out of lay-away 2. Have customer sign the lay-away sales ticket. 3. Collect the deposit payment from the customer.

4. Give the customer a copy of the lay-away sales ticket.
5. Attach a copy to the merchandise.
6. Route a copy to the accounting department.
7. Send merchandise to lay-away storage.

V. Invite a retailer to speak on his/her lay-away procedure.

RESOURCES

Mathisen. **Apparel and Accessories**, p. 45
Eisenberg. **Retail Sales Transactions**, pp. 5A, 5B
Bodle and Corey. **Retail Selling**, p. 361
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 278-282
Local retailer

TOOLS AND EQUIPMENT

None

EVALUATION

The student will process a lay-away sale with 100% accuracy.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process refunds

PERFORMANCE OBJECTIVE

Provided a customer who desires a cash refund, merchandise, customer sales receipt, and a cash refund book, process the refund. When finished, all applicable information must be written on the refund form, and all applicable monies must be returned to customer.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the different reasons customers want cash refunds.	
II. List the information needed before a customer receives a cash refund.	II. 1. Determine whether refund can be made (based on store policy). 2. Write cash refund ticket including the following information. a. Customer's name b. Customer's complete address c. Name of department from which the merchandise was purchased d. Date merchandise was purchased e. Salesperson who sold item of merchandise f. Description of merchandise g. Quantity of merchandise purchased to be refunded h. Price of merchandise i. Subtotal cost of merchandise purchased j. Amount of tax paid by customer k. Total cost of purchase to be refunded l. Initials of salesperson making refund m. Current date n. Reason for refund 3. Ask customer to sign refund slip. 4. If applicable, obtain authorization from proper store employee. 5. Give customer each refund. 6. Place store copy of cash refund slip in cash drawer of cash register.

III. Complete a sample problem on completing a cash refund slip.

IV. Explain various store policies on cash refunds.

V. Perform a cash refund on the cash register.

RESOURCES

Eisenberg. **Retail Sales Transaction**, pp. 30A, 12
Mathisen. **Apparel and Accessories**, pp. 43-44
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 287-290

TOOLS AND EQUIPMENT

Cash register

EVALUATION

The student will process the refund with 100% accuracy. All applicable information must be written on the refund form and all applicable monies must be returned to customer.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process customer's exchanges

PERFORMANCE OBJECTIVE

Provided a customer with merchandise to exchange, process the customer's request. The exchange must be made according to store policy; money, credit or additional amount paid by customer must be accounted for; and reason for exchange must be noted on exchange form.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Identify and explain the forms used for customer exchanges.	
II. Explain the different reasons for customer exchanges, using the transparencies.	
III. Have students complete sample problems of customer exchanges.	
IV. Discuss the different exchanges.	
V. Demonstrate the procedure for completing customer exchange forms.	V. 1. Check the customer's sales slip to determine type of sale. 2. Process exchanges according to store policy. For example: a. Exchange the merchandise for another item if sales receipt is lost. b. Give cash refunds only if customer has a sales receipt and if the exchange is requested within store's specified time period. c. Give merchandise exchange only on sale merchandise. d. Give merchandise exchange only; no cash refunds. 3. Maintain a good relationship with the customer throughout the process of exchanging merchandise to keep the customer satisfied. 4. Complete store merchandise exchange forms according to store policy. Obtain the following: a. Customer's name, address, telephone number.

b. Description of item being exchanged, its price and condition.
c. Reason for exchange.
d. Customer's signature.
e. Co-signature if required.

VI. Discuss "How were you treated when you last returned an item to a store?"

VII. Discuss "In what way is a customer exchange actually an opportunity for a salesperson?" (Hint: trade-up)

VIII. Invite a store mangager to discuss the importance of a store's policy in handling returns.

IX. Provide samples of merchandise exchange and/or credit forms. Give each student a customer problem situation and allow each to complete the form. Discuss for clarification.

RESOURCES

Eisenberg. **Retail Sales Transactions**, pp. 6-7, 12
Mathisen. **Apparel and Accessories**, pp. 43-44
Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 290-294
Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 239-244

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, screen, sales slips, exchange/credit forms

EVALUATION

The student will process the customer's request for a merchandise exchange. The exchange must be made according to store policy; money, credit or additional amount paid by customer must be accounted for; reason for exchange must be noted on exchange form.

DUTY: SALES PROMOTION (PERFORMING CLERICAL DUTIES)

TASK: Fill out bank deposit forms

PERFORMANCE OBJECTIVE

Given a bank deposit form, checks, change, currency, and an adding machine, fill out the deposit form. All checks, currency and change must be listed and totaled without error and all identifying information must be correctly entered on the deposit form.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain how to count currency using play currency and how to detect counterfeit.	
II. Demonstrate and explain how to roll coins.	
III. Explain the procedure used in accepting valid checks and how to endorse them.	
IV. Explain and complete an example of a bank deposit form.	
V. Have students complete a bank deposit form.	V. 1. Assemble deposit slip, checks, currency, coins, and adding machine at work area. 2. Count coins and write total in appropriate space on deposit slip. 3. Count currency and write total in appropriate space on deposit slip. 4. Check to make sure that all checks are payable to store and are signed. 5. Endorse all valid checks. 6. Calculate total of all checks. 7. List each check by number and amount in appropriate space. 8. Enter total of checks on the face of the deposit slip. 9. Add totals of currency, coins, and checks and enter in appropriate space on deposit slip.

10. Add total of bank card charges and enter on deposit slip.
11. Write the following information on the face of the deposit slip in the appropriate spaces.
    a. Name of the store
    b. Address
    c. Account number
    d. Date

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 50-51
Bodle and Corey. **Retail Selling**, pp. 149-155

TOOLS AND EQUIPMENT

Adding machine

EVALUATION

The student will fill out the deposit form. All checks, currency and change must be listed and totaled without error and all identifying information must be correctly entered on the deposit form.

DUTY: SALES PROMOTION (HOUSEKEEPING)

TASK: Close store

PERFORMANCE OBJECTIVE

Given a store and a key, close the store. When finished, all people must be out of the store, doors and windows must be locked, and security lights and alarm system must be on.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. List and explain the steps to follow in closing the store.	I. 1. Walk the store and check the following areas to determine that the store is secure. a. Elevators b. Doors leading to the outside c. All departments to determine that all people are out of the store d. Stairs and stairwells e. Restrooms f. Windows g. Dressing room 2. Turn on security lights, or check to determine that they have been turned on. 3. Turn on alarm system or check to determine that it has been turned on. 4. Check outside area of store, if making night deposit, to determine that no one suspicious is standing near by. 5. Close and lock door. 6. Double check to determine that door is securely locked.
II. Explain and describe the significance of the store's layout.	
III. Have several students tell the procedure they use to close-out their store.	
IV. Visit a retailer and walk through his/her close-out procedure.	
V. Invite a retailer to explain his/her close-out.	

RESOURCES

Local retailers
M&DE school store
M&DE

TOOLS AND EQUIPMENT

Store and keys

EVALUATION

The student will demonstrate how to close the store. Each check point must be noted and systems attivated.

DUTY: SALES PROMOTION (HOUSEKEEPING)

TASK: Open store

PERFORMANCE OBJECTIVE

Provided a store and keys, open the store for a business day. Before opening, observations must be made to determine that no forced entry was made, alarm system was turned off, and that all entries are secure.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. List and explain the steps in opening the store.	I. 1. Observe to determine that no one is loitering around the premises before unlocking the door. 2. Check to determine that there are no signs of forced entry before opening the door. Report any observed forced entry immediately to police. Do not move anything if there is any evidence of forced entry. 3. Turn off alarm system or call monitoring system. 4. Unlock door. 5. Observe to determine that windows and other entries are secure. 6. Proceed with assigned duties; for example: a. Turn on lights. b. Adjust thermostat.
II. Explain and describe the significance of the store's layout.	
III. Have several students tell the procedure they use to open their store.	
IV. Visit a retailer and walk through his/her opening procedure.	
V. Invite a retailer to explain his/her opening procedure.	

RESOURCES

Local retailers
M&DE school store

TOOLS AND EQUIPMENT

Store and keys

EVALUATION

The student will demonstrate the procedure used in opening the store for a business day. Each check point must be noted and systems deactivated.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Accessorize garment

PERFORMANCE OBJECTIVE

Provided a customer, fashion garments and accessories, accessorize the garments that the customer chooses. The accessories should complement the merchandise selected by the customer.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the importance and fundamentals of fashion accessorizing.	
II. From catalogs, magazines, etc. select three basic outfits and have students accessorize them.	
III. Have students present their selections and discuss why they choose the accessories. Other students may critique.	
IV. Invite an accessory buyer from a local department store to discuss how clothing fashion trends determine fashion decisions for accessories.	IV. 1. Closely observe customer's taste in the initial garment chosen. 2. Determine which available accessories will fashionably complement the garment chosen by the customer. 3. Suggest and show the customer the accessories immediately before closing the sale of the initial purchase. For example: a. Show ties and cuff links with shirts. b. Show shirts, blouses, ties, and handkerchiefs with suits. c. Show jewelry, scarves, and hats with dresses. 4. Show accessories only as long as customer seems interested in seeing them.
V. Have students volunteer to be critiqued concerning their own chosen accessories. Could they be improved?	

RESOURCES

Ditzenberger and Kidney. **Selling—Helping Customers Buy**, pp. 242-245, 253-254
Samson, Little and Wingate. **Retail Merchandising**, pp. 384-385
Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 354, 356-358
Accessory buyer from local department store

TOOLS AND EQUIPMENT

Catalogs, magazines, scissors, glue

EVALUATION

The student will accessorize a given fashion garment with five accessories according to criteria on a teacher-developed checklist, achieving a "good" rating.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Gift wrap customer's purchases

PERFORMANCE OBJECTIVE

Given merchandise and access to gift wrapping tools and materials, gift wrap the merchandise. The finished package must compare with the instructor's model.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the importance of post-closing duties.	
II. Demonstrate the fundamentals of gift wrapping.	II. 1. Assemble tools and supplies at the work area. a. Scissors (paper and ribbon) b. Cellophane tape c. Ribbon d. Gift wrap paper e. Tie-ons 2. Remove all price tags from the merchandise. 3. Place tissue liner in box. 4. Place merchandise and sender's card in gift box. 5. Cut a piece of wrapping paper so that it will be approximately twice the length of the largest dimension of the box and extend over both ends of the box slightly more than half the box. 6. Turn the box upside down and center it over the wrapping paper. 7. Pull the sides of the paper over the box. Turn 1/4" overlap and tape. 8. Fold the ends and the bottom to form a neat closure. 9. Tape the bottom flap of the wrapping. 10. Tie ribbon around box. 11. Tie bow; fasten bow and other novelty accessories to box.
III. Have students visit six fashion stores and take notes on the following. a. Is gift wrapping available?	

b. Who is responsible for gift wrapping?
c. Is there free wrapping or a charge?

IV. Invite a store manager to discuss the costs involved in providing free gift wrap and the minimum charge for paid gift wrap.

V. Have students critique fellow student's gift wrapped item.

RESOURCES

Store manager or department store operations manager
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 233-234

TOOLS AND EQUIPMENT

Scissors, paper, ribbon, cellophane tape, gift wrap paper, tie-ons, item to be wrapped

EVALUATION

The student will gift wrap a merchandise item. The finished package must compare with the instructor's model.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Mark clothing for alteration

PERFORMANCE OBJECTIVE

Provided a customer, garments, marking tools, and supplies, mark the garments for alteration. Each garment must be clearly marked for necessary alterations, each alteration must be recorded on the alteration card, and the customer must verify that garments are fitted to his/her satisfaction.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Invite industrial sewing instructor to demonstrate marking clothes for alterations.	
II. Have students bring a garment to be marked which is too large. Mark the garment according to directions.	II. 1. Encourage the customer to buy the sizes that will require the fewest alterations. 2. Have customer put on garment for fitting. 3. Assemble alteration tools and supplies. a. Tailor's chalk b. Fitting pedestal c. Pins d. Tape measure 4. Pin the garments where alterations are needed and can be made. 5. Mark all garments clearly with alterationists' symbols. 6. Keep alterations as few and simple as possible. 7. Record each alteration on alteration card. 8. Verify placement of alterations with customer. 9. Determine completion date and inform customer.
III. Invite a local tailor or alterations person to demonstrate basic alteration techniques used in tailoring.	
IV. Discuss and identify pictures of basic marking tools, supplies, and symbols.	

V. Invite an operations manager from a department store to discuss the cost of an alterations department and free alterations to customers.

TOOLS AND EQUIPMENT

Garment, tailor's chalk, fitting pedestal, pins, tape measure, alteration card

EVALUATION

The student will mark a given garment with alterations with 100% accuracy.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASKS: Package customer's purchases

PERFORMANCE OBJECTIVE

Provided merchandise, boxes, scissors, bags, wrapping paper, packing material, wrapping tape, and wrapping areas, package the merchandise. The package must be appropriate for the type of merchandise, must be secure, and must have receipt attached.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the correct method for inspecting merchandise before packaging it.	
II. Explain the importance of packaging customer's packages.	II. 1. Inspect the merchandise to determine that it is in good condition before packaging it. 2. Select the best method for packaging the merchandise. a. Bagging b. Boxing c. Wrapping 3. Assemble the materials for packing the merchandise. a. Scissors b. Wrapping paper c. Bags d. Boxes e. Tissue paper f. Packing materials g. Tape 4. Package fashion garments such as suits and dresses by slipping a plastic dust cover over the hanger and garment. 5. Box items such as sweaters, socks, ties, blouses, and shirts. a. Select appropriate size box. b. Line the box with tissue paper. c. Fold the garment neatly and place it in the box. d. Fold the sides of the tissue paper over the garment. e. Close box and secure with fastener or tape.

6. Place merchandise in bag.
7. Attach sales receipt or tag showing customer has paid for merchandise.

III. Demonstrate how to select the best method for packaging the merchandise.

IV. Demonstrate how to package fashion garments.

V. Demonstrate ways to box fashion items such as sweaters and shirts.

VI. Have students bring the items needed for wrapping a package and practice in class.

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 230-232

TOOLS AND EQUIPMENT

Merchandise, boxes, scissors, bags, wrapping paper, packing material, wrapping tape, tissue paper

EVALUATION

The student will package a merchandise item. The package must be appropriate for the type of merchandise, must be secure, and must have receipt attached.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Pack and wrap merchandise for return to vendor

PERFORMANCE OBJECTIVE

Provided merchandise, address labels, packing filler, stationery, and vendor's address, pack and wrap the merchandise for return to vendor. The merchandise must be packed to insure safe arrival; the package must be securely wrapped; and labeling must indicate complete address of sender and receiver and the method of shipment.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Lecture on the importance of packing and wrapping merchandise to the vendor.	
II. Invite marking and receiving room personnel to describe their job.	
III. Invite a person from the postal service or UPS to stress the importance of proper wrapping and demonstrate the proper methods.	
IV. Invite a store manager or buyer to discuss the different methods and how vendors and individual policies may differ or be similar.	
V. Provide students with merchandise and have them wrap and pack merchandise for return to vendor.	V. 1. Obtain written permission from vendor to return merchandise. 2. Select box based on size and amount of merchandise to be returned. 3. Cushion the merchandise with packing material on the bottom of box to absorb vibration using one or more of the following items. a. Shredded newspaper b. Styrofoam packing c. Confetti 4. Remove all store tags. 5. Wrap each item of merchandise if necessary. 6. Place wrapped items of merchandise in the center of carton and place packing material around and over them.

7. Close and tape container flaps. Use U.S. Postal Service approved mailing tape.
8. Wrap box if necessary.
   a. Position parcel on heavy wrapping paper.
   b. Wrap lengthwise (tape may be used to hold paper in position).
   c. Tuck ends making neat folds at corners.
   d. Fold corners and secure with tape/twine.
9. Label container with vendor's full name and address and with sender's full name and address.
10. Place a "return" label on the package.
11. Label package indicating method of shipment.

RESOURCES

Marking and receiving-room personnel
Postal service or UPS respresentative
Store manager or buyer

TOOLS AND EQUIPMENT

Merchandise, address labels, packing filler, stationary, vendor's address

EVALUATION

The student will pack wrap the merchandise for return to vendor. The merchandise must be packed to insure safe arrival; the package must be securely wrapped; and labeling must indicate complete address of sender and receiver and the method of shipment.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Process customer's special orders

PERFORMANCE OBJECTIVE

Provided a customer who wishes to make a special order and a special request order form, process the customer's special order request. All required information must be included on the order form.

LEARNING ACTIVITIES

I. Explain the methods involved in processing customer's special orders.

II. Provide students with special order forms and a customer's request and have them complete the forms. All spaces should be completed.

III. Invite a store's customer services department manager to discuss their procedure and policy.

IV. Discuss the importance of human relations skills and communication skills in dealing with special orders.

V. Have students role play taking a special order and be critiqued by other members of the class.

PERFORMANCE GUIDE

V. 1. Ask the customer for the information that is required for completing the special order form.
   a. Customer's name, address and phone number
   b. A description of the merchandise:
      a. Color and size
      b. Number of items
      c. Stock and style number
2. Read the information back to the customer to validate it.
3. Tell the customer the anticipated date of arrival of the merchandise.
4. If necessary, ask the customer for signature, advance payment, or deposit.
5. Send the special order request to the designated store employee.

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, pp. 351-356
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 227-229

TOOLS AND EQUIPMENT

Special order forms

EVALUATION

The student will process the customer's special order request. All required information must be included on the order form.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Fill mail and telephone orders

PERFORMANCE OBJECTIVE

Given a mailed or telephoned order for merchandise, fill the order. When finished, the order form should be correctly totaled and the merchandise packaged and placed in the customer pick-up delivery area.

LEARNING ACTIVITIES

I. Discuss the growth of mail and telephone orders.

II. Brainstorm by listing items bought or seen advertised through mail and telephone shopping.

III. Invite a manager of a catalog department or mail order house to discuss the importance of determining customer needs, accuracy of orders, and math skills.

IV. Have students practice completing order forms. Review each section as to the information required.

V. Have students simulate the process of filling a mail or telephone order.

PERFORMANCE GUIDE

V. 1. Read the order form to obtain information concerning requested merchandise.
   a. Kind
   b. Color
   c. Size
   d. Style
   e. Price
   f. Quantity requested
2. Assemble the merchandise.
3. Determine method of payment.
4. Write appropriate sales ticket.
5. Package the merchandise.
   a. Gift wrap if requested.
   b. Bag or box the merchandise.
6. Tape a copy of the order and sales ticket on the package.
7. Place the package in customer pick-up or delivery area.

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 22, 68-71, 83, 85, 236

Samson, Little and Wingate. **Retail Merchandising**, pp. 5, 193-194, 397-399

TOOLS AND EQUIPMENT

Order forms, merchandise, wrapping paper and tape

EVALUATION

The student will fill a mail or telephone order. When finished, the order form should be correctly totaled and the merchandise packaged and placed in the customer pick-up or delivery area.

DUTY: SALES PROMOTION (PERFORMING CLERICAL DUTIES)

TASK: Maintain mailing lists

PERFORMANCE OBJECTIVE

Provided a customer and a client notebook, enter the customer as a client on the mailing list. All required information must be included in the client notebook.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss "Why is it important to maintain mailing lists?"	
II. Invite a professional salesperson to discuss why and how he/she uses mailing lists.	
III. Discuss and explain the assigned reading on the three methods of scheduling mailings.	
IV. Provide an example of a client notebook and explain the information needed from the customer for a mailing list.	IV. 1. Ask the customer if he/she is currently on a mailing list. 2. Explain to the customer the purpose of the mailing list. a. To communicate information concerning special sales b. To announce new products c. To communicate that special orders have arrived d. To announce to customers that their specific needs can be met by the fashion sales department/store e. To announce style shows/ special showings 3. Enter the following information about the customer on the mailing list. a. Proper mailing name b. Complete address including: --House or rural route number --Street --City and state --Zip code c. Home and office telephone number

4. Ask the customer for his/her specific preferences in clothing and accessories.
   a. Sizes
   b. Styles
   c. Brands
   d. Favorite colors
   e. Special needs
5. Add other appropriate information.

V. Survey a local mall or shopping center as to who uses a mailing list and how often or when do they contact the customers on the mailing list?
Discuss the results in class.

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, pp. 429-432

TOOLS AND EQUIPMENT

None

EVALUATION

The student will enter the customer as a client on the mailing list. All required information must be included in the client notebook.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Restore fabric snags

PERFORMANCE OBJECTIVE

Given a garment that has a snag in the fabric and a sewing needle or a snag hook for knit fabrics, restore the fabric. When completed the fabric must be smooth and there must be no evidence of an imperfection.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain why it is necessary to restore a fabric snag.	
II. Discuss the basics of restoring fabric snags.	
III. Invite a person from a fabric store or alterations department to demonstrate fabric restoration.	
IV. Demonstrate the difference in repairing woven and knitted fabrics.	
V. Obtain fabric scraps and have each student restore the snag.	V. 1. Locate the fabric snag. 2. Gently stretch the fabric in the direction of the pulled thread to remove the puckering. 3. Using a sewing needle or a snag hook, push the snagged thread through the fabric to the inside of the fabric. 4. Knot or trim thread. 5. Check the fabric to determine that it has a smooth surface.

RESOURCES

Local tailor or alterations person

TOOLS AND EQUIPMENT

Fabric scraps, sewing needles or snag hook

EVALUATION

The student will restore a snagged fabric. When completed the fabric must be smooth and there must be no evidence of an imperfection.

DUTY: SALES PROMOTION (SELLING MERCHANDISE)

TASK: Detect and report shoplifting

PERFORMANCE OBJECTIVE

Provided a shoplifting situation, detect and report the incident. Following the incident, reasons for suspecting shoplifting must be reported and store policy for handling must be followed.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Using teacher-made transparencies, explain the major types of shoplifters and the common methods used.	
II. Invite a store manager to discuss the importance of continuity in following store policy in dealing with shoplifters and the modern methods used to deter it.	
III. Invite a local policemen to discuss the state laws on shoplifting.	
IV. Show and discuss the film "Shoplifting— It's a Steal."	IV. 1. Follow store policy in detecting and reporting shoplifting. 2. Immediately greet all customers as they enter department/store. 3. Watch as customers browse or shop in department. 4. Observe for characteristics such as: a. Customers who carry large shopping bags. b. Customers who exhibit nervous movements, especially shifty eyes. c. Customers who try to avoid being noticed. d. Customers who wear loose bulky coats or dresses. e. Customers who try to carry numerous articles of clothing into fitting or dressing rooms. 5. Follow store policy concerning the number of articles of merchandise that a customer can take into a fitting or dressing room at one time.

6. Report observed shoplifting immediately to store manager or store security.
7. Do not make an effort to apprehend the shoplifter.
8. Explain to the store manager or store security exactly what was observed.
9. Let store manager or store security handle the situation.

V. Have DECA sponsor a shoplifting seminar for junior high classes. Use students from the class for a debate.

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, pp. 398-400
Samson, Little and Wingate. **Retail Merchandising**, pp. 450-458
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 160-167
Store manager
Policeman
"Shoplifting—It's a Steal" (film)

TOOLS AND EQUIPMENT

Projector, screen

EVALUATION

The student will detect and report a shoplifting situation. Following the incident, reasons for suspecting shoplifting must be reported and store policy for handling must be followed.

DUTY: SALES PROMOTION

TASK: Introduction to advertising

PERFORMANCE OBJECTIVE

Given classroom discussion, the student will be able to define advertising, list four of the purposes of advertising, and cite the four components of an advertisement with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Brainstorm "What is Advertising?"	N/A
II. Define and illustrate "advertising."	
III. Discuss the teacher-made handout on "What is Advertising?"	
IV. Discuss "Purposes of Advertising."	
V. Have students cite from advertisements the four components of an ad.	
VI. Have students bring magazines to class to prepare an advertising portfolio to be used throughout this unit.	

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, pp. 407-410
Samson, Little and Wingate. **Retail Merchandising**, pp. 284
Troxell and Stone. **Fashion Merchandising**, p. 380
Martin and Cyrus. **Advertising, A D.E. Manual**, pp. 1-3

TOOLS AND EQUIPMENT

Magazines, scissors, rubber cement

EVALUATION

The student will define advertising, list four of the purposes of advertising, and cite the four components of an advertisement with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Describe benefits and advantages of advertising

PERFORMANCE OBJECTIVE

Given field trip and classroom discussion, the student will be able to state two consumer benefits from advertising, two sales personnel benefits, and two retailer advantages of advertising with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss benefits and advantages of advertising.	N/A
II. Have students brainstorm for examples of advertising appeals and motives. Place the list in portfolio.	
III. Have students cite examples of advertisements which meet the buying motives and appeals.	
IV. Conduct a field trip to an advertising agency.	
V. Invite a guest speaker from the field of advertising.	

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, p. 407
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 204-206
Ernest and Ashmun. **Selling: Principles and Practices**, pp. 386-389
Local advertising expert

TOOLS AND EQUIPMENT

Overhead projector, magazines, scissors, rubber cement

EVALUATION

The student will state two consumer benefits from advertising, two sales personnel benefits, and two retailer advantages of advertising with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Identify promotional and institutional advertising

PERFORMANCE OBJECTIVE

Given classroom discussion and field trip, the student will be able to identify and describe promotional and institutional advertising examples with 95% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and cite examples of promotional advertising.	N/A
II. Define and cite examples of institutional advertising.	
III. Have students go through magazines and cut out examples of promotional and institutional advertising.	
IV. If the ad used institutional advertising, does the ad promote: a. Service b. Prestige c. Goodwill	
V. Invite a sales promotion manager from a local department store or mall association to speak on institutional and promotional advertising.	
VI. Conduct a field trip to a local newspaper advertising department.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices,** pp. 206-208
Warmke, Palmer and Nolan. **Marketing In Action,** p. 293
Ernest and Ashmun. **Selling: Principles and Practices,** pp. 381-383
Local sales promotion manager

TOOLS AND EQUIPMENT

Magazines, scissors, rubber cement

EVALUATION

The student will identify and describe the difference between promotional and institutional advertising with 95% accuracy.

DUTY: SALES PROMOTION

TASK: Determine the effectiveness of advertising media

PERFORMANCE OBJECTIVE

Given classroom discussion and local resources, the student will be able to list the five groups of advertising media and cite at least one example from each with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss channels of advertisement available, factors in media planning, and media trends.	N/A
II. Invite a guest speaker to discuss the following. a. Media used in training station for advertisement. b. Who determines which media to use and what decisions are made about selecting media. c. Tabulation of results—which is effective?	
III. Conduct a field trip to an advertising agency.	
IV. Invite a local radio station manager to speak on "Radio as an Advertising Media."	
V. Have students locate as many various advertisements of one product of their choice. Place them in their portfolio.	

RESOURCES

Martin and Cyrus. **Advertising, A D.E. Manual**, pp. 37-43
Warmke, Palmer and Nolan. **Marketing in Action**, pp. 306-309
Wingate and Nolan. **Fundamentals of Selling**, pp. 410-413
Local radio station manager

TOOLS AND EQUIPMENT

Magazines, scissors, rubber cement

EVALUATION

The student will list five groups of advertising media and cite at least one example from each with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Identify types of advertising media

PERFORMANCE OBJECTIVE

Given a product and a discussion on types of advertising media, the student will be able to name the major methods of advertising and describe the three best methods for advertising the product with 85% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss "Types of Media."	N/A
II. Have students complete the media outline.	
III. Invite a sales promotion mall manager to discuss the methods used for his/her mall.	
IV. Have students choose a product and select the three best methods to reach the product's target group.	
V. After students present their findings, have students place the findings in the portfolio.	

RESOURCES

Antrium. **Advertising**, pp. 19-26
Warmke, Palmer and Nolan. **Marketing in Action**, pp. 310-327
Mason, Rath and Ross. **Marketing: Principles and Practices**, p. 304
Student Information Sheet

TOOLS AND EQUIPMENT

Magazines, scissors, rubber cement

EVALUATION

The student will name the major methods of advertising and describe the three best methods for advertising a particular product with 85% accuracy.

TYPES OF MEDIA

To be completed by student during discussion.

I. Printed Media
- A.
- B.
- C.
  1.
  2.
  3.
  4.
  5.

II. Broadcast Media
- A.
- B.

III. Position Media
- A.
  1.
  2.
- B.
  1.
  2.
  3.

IV. Other Media
- A.
  1.
  2.
  3.
  4.
  5.
- B. Point of Purchase

KEY

I. Printed Media
   A. Newspapers
   B. Magazines
   C. Direct Mail
      1. Post cards
      2. Leaflets
      3. Folders
      4. Booklets
      5. Catalogs

II. Broadcast Media
   A. Radio
   B. Television

III. Position Media
   A. Outdoor advertising
      1. Billboards
   B. Transportation advertising
      1. Car cards
      2. Traveling displays
      3. Station posters

IV. Other Media
   A. Specialty advertising
      1. Calendars
      2. Pens, pencils
      3. Ashtrays
      4. Matches
      5. Rulers
   B. Point of Purchase

DUTY: SALES PROMOTION

TASK: Use of television in broadcast media

PERFORMANCE OBJECTIVE

Given a discussion and illustrations on television advertising, the student will be able to list and describe at least two advantages and two disadvantages of television advertising with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the advantages and disadvantages of television advertising.	
II. Invite a guest speaker from a local television station to discuss the following. a. Advertising in the television media b. Job opportunities	
III. Conduct a field trip to a local television station to view taping of local television advertisement.	
IV. Secure copies of Advertising Age (magazine) for the students to discuss up to date expenses of advertisers.	
V. Have students watch television for one hour and record their findings.	V. 1. Record the name and location of the television station. 2. Record the date and time of the viewing. 3. Identify the "target" audience. 4. List the number of commercials and length of each. 5. Record the types of products advertised. 6. Identify each advertisement as locally or nationally produced. 7. Record total amount of time taken from one hour or two 30-minute programs.

VI. Using the findings, discuss:
   a. Number of advertisements
   b. Type of program in relation to type of advertisements
   c. Target audience

VII. Have students create, write, and simulate a television advertisement. Video tape the production for critiquing.

RESOURCES

Ernest and Ashmun. **Selling: Principles and Practices**, p. 384
Warmke, Palmer and Nolan. **Marketing in Action**, pp. 318-322
Martin and Cyrus. **Advertising, A D.E. Manual**, pp. 57-59, 61-62
Mason, Rath and Ross. **Marketing: Principles and Practices**, pp. 312-315
Antrium. **Advertising**, pp. 23-26
Wingate and Nolan. **Fundamentals of Selling**, pp. 442-443, 456
Advertising Age
Local television station representative

TOOLS AND EQUIPMENT

Video tape player (monitor), video tape recorder, cassette tapes

EVALUATION

The student will list and describe at least two advantages and two disadvantages of television advertising with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Use of radio in broadcast media

PERFORMANCE OBJECTIVE

Given discussion on radio advertising, the student will be able to list and describe at least two advantages and two disadvantages of radio advertising with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the advantages and disadvantages of advertising on the radio.	
II. Discuss how costs of radio advertising are determined.	
III. Invite a local radio station manager to discuss advertising campaigns, procedures, and costs.	
IV. Arrange a field trip to a local radio station advertising department to see the methods involved in putting an advertisement together.	
V. Have students create and record a 15 to 30-second radio advertisement about the product they have been working with. Play it back for the class to critique.	
VI. Have students listen to the radio for one hour and record their findings.	VI. 1. Record the name of the station and its location. 2. Record the time of listening. 3. Identify the "target" audience. 4. Itemize the products being advertised. 5. Record the length of each advertisement. 6. Total the number of ads in one hour of listening. 7. Summarize the types of products. 8. Total the amount of time allotted to advertising.

RESOURCES

Martin and Cyrus. **Advertising, A D. E. Manual**, pp. 65-69
Ernest and Ashmun. **Selling: Principles and Practices**, p. 384
Warmke, Palmer and Nolan. **Marketing in Action**, pp. 322-324
Mason, Rath and Ross. **Marketing: Principles and Practices**, p. 312
Wingate and Nolan. **Fundamentals of Selling**, p. 442
Local radio station manager

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, tape recorder, cassette tape

EVALUATION

The student will list and describe at least two advantages and two disadvantages of radio advertising with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Use of magazines in printed media advertising

PERFORMANCE OBJECTIVE

Given classroom discussions and illustrations, the student will be able to name one magazine in each of the five types of advertising and list two advantages and two disadvantages of magazine advertising with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the types of business and consumer magazines.	N/A
II. Discuss advantages and disadvantages of magazine advertising.	
III. Have students collect copies of popular consumer magazines. Discuss and compare the following items. a. Reading life b. Target group c. Types of advertising	
IV. Have students give presentations on their results (extra credit might be given for an acceptable report).	
V. Have students locate two advertisements from magazines about the product he/she has been working with. Include this in the advertising portfolio.	

RESOURCES

Antrium. **Advertising**, p. 21
Warmke, Palmer and Nolan. **Marketing in Action**, pp. 314-317
Martin and Cyrus. **Advertising, A D.E. Manual**, pp. 51-56
Ernest and Ashmun. **Selling: Principles and Practices**, pp. 383-384
Mason, Rath and Ross. **Marketing: Principles and Practices**, pp. 311-312
Wingate and Nolan. **Fundamentals of Selling**, pp. 420-425

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, magazines, scissors, rubber cement

EVALUATION

The student will name one magazine in each of the five types of advertising and list two advantages and two disadvantages of magazine advertising with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Use of newspaper in printed media advertising

PERFORMANCE OBJECTIVE

Given classroom discussion and illustrations, the student will be able to describe two advantages and two disadvantages of newspaper advertising and compute problems relating to advertising with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the advantages and disadvantages of newspaper advertising.	N/A
II. Define agate line and milline rate.	
III. Compute examples of milline and agate line rate. Have students compute problems to determine best value of comparable newspapers.	
IV. Invite a guest speaker from a local newspaper advertising department to discuss/demonstrate "Ad Planning and Layout."	
V. Have student select a fashion product. Prepare an advertisement including copy and illustration. Calculate the cost of the ad.	
VI. Have students check newspapers for one week and determine the following information. a. Which retailers advertise most frequently. b. What type of merchandise they advertise.	
VII. Invite a guest speaker from the advertising department of a local store to discuss "Fashion Promotion Through Newspaper Advertising."	
VIII. Have students analyze fashion columns or articles in newspaper and discuss types of information they contain.	

IX. Invite a speaker from the local Better Business Bureau to discuss its activities in connection with retail advertising.

RESOURCES

Martin and Cyrus. **Advertising, A D.E. Manual**, pp. 43-49
Warmke, Palmer and Nolan. **Marketing in Action**, pp. 310-314
Wray. **Advertising Services**, pp. 42-52
Mason, Rath and Ross. **Marketing: Principles and Practices**, p. 311
Wingate and Nolan. **Fundamentals of Selling**, pp. 414-419
Guest speakers from local newspaper advertising department, local advertising department of a store and Better Business Bureau

TOOLS AND EQUIPMENT

Onionskin paper, newspapers, scissors, rubber cement

EVALUATION

The student will describe two advantages and two disadvantages of newspaper advertising and compute problems relating to advertising with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Identify headlines

PERFORMANCE OBJECTIVE

Given two layout plans and fashion product, the student will be able to identify the headlines and create one headline from the fashion product with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define headline.	N/A
II. Explain the purpose and importance of headlines.	
III. Show examples of headlines in ads for illustration.	
IV. Have students identify headlines in advertisements from other examples.	
V. Have students create headlines for a product and present to class for discussion.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 524-525
Wray. **Advertising Services**, p. 99

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify the headlines of two layouts and create one headline for a fashion product with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Write copy for a given product

PERFORMANCE OBJECTIVE

Given classroom instruction and illustrations, the student will be able to write copy for a given product with 80% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define "copy."	N/A
II. Explain the importance and purpose of copy.	
III. Have students look through magazines and newspapers and find examples of the different types of copy.	
IV. Have students write copy for a product of their choice. Present these to the class for discussion.	
V. Invite a guest from an advertising firm or conduct a field trip to one.	

RESOURCES

Wray. **Advertising Services**, pp. 99-100
Martin and Cyrus. **Advertising, A. D.E. Manual**, pp. 85-92
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 525-526
Local representative from advertising firm

TOOLS AND EQUIPMENT

Magazines

EVALUATION

The student will write copy for a given product with 80% accuracy.

DUTY: SALES PROMOTION

TASK: Define logo, trademark, and slogan

PERFORMANCE OBJECTIVE

Given classroom discussion and illustrations, the student will be able to define logo, trademark and slogan and explain the importance of using logo in an advertisement with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define logo, trademark, slogan, and symbols.	N/A
II. Discuss the use of logo in advertising.	
III. Have students compare different logos as they appear in print.	
IV. Discuss slogans in broadcast media.	
V. Invite an advertising salesperson to discuss the importance of using logo, trademarks, and slogans in an advertisement.	

RESOURCES

Wray. **Advertising Services**, pp. 100-101
Meyer, Haines and Harris. **Retailing: Principles and Practices**, p. 535
Local advertising salesperson

TOOLS AND EQUIPMENT

Magazines

EVALUATION

The student will define logo, slogan and trademark and explain the importance of using logo in an advertisement with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Describe white space in a printed advertisement

PERFORMANCE OBJECTIVE

Given classroom instruction and illustrations, the student will be able to describe the importance of white space in a printed advertisement with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE OBJECTIVE
I. Define "white space" and explain its importance.	N/A
II. Have students examine several advertisements on the use of white space.	
III. Conduct a field trip to an advertising agency to view the paste-up of an advertisement.	
IV. Invite a graphic artist from the local newspaper to discuss the use of white space and its cost.	
V. Have students create an ad utilizing white space.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, p. 535
Wray. **Advertising Services**, p. 101
Local graphic artist from newspaper

TOOLS AND EQUIPMENT

Magazines, onionskin paper, rubber cement, scissors

EVALUATION

The student will describe the importance of white space in an advertisement with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Create the printed ad

PERFORMANCE OBJECTIVE

Given classroom discussion and a list of the principles of design, the student will be able to define each principle that should be considered in creating a printed ad with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain and discuss the principles of design, their definition, and their importance with the use of advertisements.	N/A
II. Have students examine advertisements to identify principles used.	
III. Invite an advertising artist to class to discuss the use of the principles in creating an ad.	
IV. Have students present to class three ads and explain the design principles in each.	
V. Conduct a field trip to an advertising ad agency.	

RESOURCES

Antrium. **Advertising**, pp. 49-54
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 535-536
Martin and Cyrus. **Advertising, A. D.E. Manual**, pp. 98-102

TOOLS AND EQUIPMENT

Overhead projector, grease pencil, magazines

EVALUATION

The student will define each principle that should be considered in creating a printed ad with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Prepare the advertisement layout

PERFORMANCE OBJECTIVE

Given the stages of a printed ad with explanations, the student will be able to define each step in the preparation of an advertisement layout and identify the correct order with 90% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define and discuss the following topics. a. Rough draft b. Thumbnail sketch c. Comprehensive and mechanical stages of the printed advertisements	N/A
II. Illustrate the stages in the making of one advertisement.	
III. Conduct a field trip to a newspaper advertisement department and ask the representative to explain the steps in the making of an ad related to their sources.	
IV. Invite an advertising artist to construct an advertisement in the classroom, explaining the process and resources required.	
V. Have students prepare an advertisement, including all stages, for a fashion product. Present project to class for critiquing.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 532-533
Wray. **Advertising Services**, pp. 102-103
Local advertising artist

TOOLS AND EQUIPMENT

Onionskin paper, scissors, rulers, pencils, pens, rubber cement

EVALUATION

The student will define each step in the preparation of an advertisement layout and identify the correct order of each step with 90% accuracy.

DUTY: SALES PROMOTION

TASK: Identify careers in advertising

PERFORMANCE OBJECTIVE

Given classroom discussion and additional resources, the student will be able to identify five jobs in the advertising field and describe the duties and responsibilities of each with 85% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Invite a guest speaker from the advertising field to discuss job opportunities.	N/A
II. Invite the school guidance counselor to discuss information available at the school.	
III. Have students brainstorm and develop a list of job opportunities available in the advertising field.	
IV. Have the students interview a person in the advertising field and report to class describing pros and cons of the job.	
V. Using the DOT, have students select a job and write a report on the employment opportunities, including description, education/training required, future demands, and salary range.	

RESOURCES

Dictionary of Occupational Titles

Local representative from the advertising field, school guidance counselor

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify and describe the duties and responsibilities of five jobs in the advertising field with 85% accuracy.

DUTY: SALES PROMOTION

TASK: Explain the two types of displays

PERFORMANCE OBJECTIVE

Given the two major types of displays, the student will be able to explain the difference between institutional and promotional advertising and distinguish between examples of each with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss "What is display?" and "Why is it important to a store?"	N/A
II. Describe the two major types of display: promotional and institutional. Use examples for illustration.	
III. Discuss "Windows are an excellent medium for conveying a fashion message."	
IV. Explain the importance of store display and the need for coordinating it with the store's overall sales promotional program.	
V. Have students visit a local mall and locate two examples of institutional and promotional displays.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 210-218
Troxell and Stone. **Fashion Merchandising**, pp. 378, 391-393

TOOLS AND EQUIPMENT

None

EVALUATION

The student will explain the difference between institutional and promotional advertising and distinguish between provided examples of each with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Identify window display

PERFORMANCE OBJECTIVE

Given a teacher-developed test on window displays, the student will be able to identify the three major types of window displays with 100% accuracy.

LEARNING ACTIVITIES

I. Describe the two basic kinds of display: window and interior displays.

II. Discuss the three different kinds of window displays: closed, semi-closed, and open background. Provide examples of each.

III. Have students divide into small groups and visit a local mall or downtown area to make slides of the three major types of window display. Discuss the results.

IV. Where slides are not feasible, have students develop a survey form to critique at least five displays for the different types.

V. Invite a guest speaker from a local store to discuss the importance of window displays and how they are created.

VI. Have students go to a mall or shopping center and fill out the Student Information Sheet "Varieties of Visual Merchandising." Discuss this in class.

PERFORMANCE GUIDE

N/A

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 394-396
Samson, Little and Wingate. **Retail Merchandising**, p. 318
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 213-215
Wingate and Nolan. **Fundamentals of Selling**, pp. 459-462
Student Information Sheet

TOOLS AND EQUIPMENT

None

EVALUATION

The student will identify the three major types of window displays on a teacher-developed test with 100% accuracy.

NAME _____

MALL PROJECT: VARIETIES OF VISUAL MERCHANDISING

Find an example of -

PROMOTIONAL DISPLAY

Where: _____

Description: _____

_____

INSTITUTIONAL DISPLAY

Where: _____

Description: _____

_____

WINDOW DISPLAYS (retail business, description)

Open _____

_____

Partial _____

Full _____

_____

THE DISPLAY CYCLE

Preseason _____

_____

Runner _____

_____

End of season _____

_____

Special Event _____

_____

- - - -

DUTY: SALES PROMOTION

TASK: Identify interior displays

PERFORMANCE OBJECTIVE

Given classroom discussions and activities, the student will be able to identify five major types of interior displays with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Using transparencies, describe the five major types of interior displays.	N/A
II. Have students make slides of the major types found in a local shopping area.	
III. Discuss desirable guidelines in planning window displays and interior displays.	
IV. Have students list the retail stores within the community. Select two or three stores to visit and evaluate the window and interior displays according to criteria discussed in class.	
V. Have students report on their findings and describe the least desirable display they viewed with reasons why.	
VI. Have each student plan an interior display and a window display. The displays should be orally evaluated by the class. The class may elect to select the most effective display for promoting the sale of fashion merchandise.	

RESOURCES

Wingate and Nolan. **Fundamentals of Selling**, pp. 462-464
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 215-216
Troxell and Stone. **Fashion Merchandising**, pp. 396-397
Samson, Little and Wingate. **Retail Merchandising**, pp. 321-323.

TOOLS AND EQUIPMENT

Camera and film, projector, screen, overhead projector, grease pencil

EVALUATION

The student will identify the five major types of interior displays with 100% accuracy.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Set up manufacturer's displays

PERFORMANCE OBJECTIVE

Given a manufacturer's display and access to tools and display space, set up the display. The finished display must compare with the manufacturer's illustration; all items of merchandise must be price marked; and the display must be set up so that it will not fall under the weight of the merchandise.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the importance of vendor aids to retailers and the importance and purposes of point-of-purchase displays.	
II. Provide and discuss examples of point-of-purchase displays and vendor aids.	
III. Have students locate examples of point-of-purchase displays and vendor aids at a local mall and make slides as a group project.	
IV. Identify types of vendor aids supplied by producers to retail stores either free or at modest cost. Of what value is each of these to the retail merchant?	
V. Have each student choose a fashion product and sketch a point of purchase display and a vendor aid display.	V. 1. Read the manufacturer's instructions for setting up the display. 2. Assemble the necessary tools. 3. Construct the display prop according to manufacturer's instructions at the work area. 4. Move the prop to the display area. 5. Inspect and assemble the merchandise to be put on display prop. 6. Assemble price-marking tools and supplies. 7. Clean prop and merchandise. 8. Price mark merchandise as it is placed on prop. 9. Dispose of debris. 10. Put tools into storage.

RESOURCES

Warmke, Palmer and Nolan. **Marketing In Action,** pp. 334-338
Troxell and Stone. **Fashion Merchandising,** pp. 397-398
Meyer, Haines and Harris. **Retailing: Principles and Practices,** p. 217
Wingate and Nolan. **Fundamentals of Selling,** pp. 464-465

TOOLS AND EQUIPMENT

Camera and film, projector

EVALUATION

The student will set up the manufacturer's display. The finished display must compare with the manufacturer's illustration; all items of merchandise must be price marked; and the display must be set up so that it will not fall under the weight of the merchandise.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Set up counter display

PERFORMANCE OBJECTIVE

Provided merchandise, display space, display tools and equipment, set up a counter display. The finished display must meet all applicable criteria on the instructor's checklist.

LEARNING ACTIVITIES

I. Explain the importance of counter displays and describe how they are constructed.

II. Discuss the ways in which counter displays are important.

III. Invite a vendor to demonstrate the construction of a sample counter display.

IV. Visit a local mall or shopping center. Visit five stores and have students list and describe examples of counter displays.

V. Invite a display manager to the class to discuss how counter displays are incorporated in the display program.

PERFORMANCE GUIDE

V. 1. Write a plan for the display including the following.
   a. The theme or purpose
   b. Merchandise to be used
   c. Display accessories to be used
   d. Show/price cards to be used
   e. Tools and supplies to be used
2. Draw a sketch of how the display will appear when finished.
3. Letter or order printed show and price cards.
4. Assemble tools, merchandise, props, and accessories at the work area.
5. Set up the display incorporating the following principles of display.
   a. Balance
   b. Harmony
   c. Color and texture
   d. Scale and proportion

e. Shape
f. Focal area
g. Repetition
h. Unity

6. Incorporate the following safety standards in the display.
   a. Use props that will safely support all displayed merchandise.
   b. Place all merchandise so that no hazards exist.
   c. Place all electrical and lighting fixtures so that all safety requirements are met.
   d. Use only fire-resistant accessory materials in the display.
   e. Avoid placing display in an area that will block exits or entrances.
   f. Avoid having any sharp edges and corners in the display.
7. Set up a display which:
   a. Avoids the use of lighting or other display techniques that will present a false impression of the merchandise.
   b. Has only fresh and clean merchandise, props, and accessories.
   c. Has a definite theme or purpose.
   d. Includes show and price cards that are informative, free of errors, dirt and smudges and that follow the purpose or theme of the display.

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices,** pp. 217-218
Vendor representative
Display manager

TOOLS AND EQUIPMENT

Merchandise, display area, display tools and equipment

EVALUATION

The student will set up a counter display. The finished display must meet all applicable criteria on the Instructor's Checklist.

INSTRUCTOR CHECKLIST: P.O. 8-Set up counter displays

ACTIVITY	RATING	
	Acceptable	Unacceptable
The display: 1. Attracted the attention of customers.		
2. Exhibited the principles of display.		
3. Exhibited the following safety standards. a. Props were structually designed to safely support displayed merchandise.		
b. Placement of merchandise was arranged so that no safety hazards existed.		
c. Lighting or other electrical fixtures were placed to meet all safety requirements.		
d. Flammable materials used in display were fire resistant as far as possible.		
e. Display was not located in an area where it would block exits or entrances.		
f. Display was free of sharp edges and corners.		
4. Included clean and fresh merchandise.		
5. Was designed around a definite theme or purpose.		
6. Included showcard or price tags that were informative, free of errors, dirt and smudges and followed the purpose or theme of the display.		

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Tidy up displays

PERFORMANCE OBJECTIVE

Provided displays, cleaning equipment, tools and materials, tidy up the displays. When finished all displays must be full; glass surface must be clean and polished; and merchandise must be replenished, resized, restacked, and fronted. All rules of safety must be followed.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Lecture on the importance of being neat in appearance.	
II. Discuss how windows convey the store's character or image.	
III. List the steps in preparing a display area for a new display.	III. 1. Assemble cleaning tools and equipment. a. Vacuum cleaner b. Dust rags c. Feather duster d. Glass cleaner e. Rags for cleaning glass f. Squeegee 2. Inspect displays and complete the steps necessary to tidy them up. a. Dust b. Clean glass c. Add sufficient merchandise to fill shelves d. Restack merchandise e. Resize merchandise f. Front merchandise g. Clean props or fixtures h. Replace price tags or labels i. Replace merchandise in dust covers j. Dust shelves 3. Follow safety rules when cleaning. a. Avoid bumping display glass with body and tools. b. Read and follow precautions printed on labels of cleaning agents.

c. Keep cleaning equipment and materials away from customer traffic areas.
d. Immediately wipe up spills of cleaning liquids.

RESOURCES

Wingate and Nolan. **Fundamentals of Selling,** pp. 67-72
Display personnel

TOOLS AND EQUIPMENT

Displays, cleaning equipment, tools and materials

EVALUATION

The student will tidy up the displays. When finished all displays must be full; glass surfaces must be clean and polished; and merchandise must be replenished, resized, restacked, and fronted. All rules of safety must be followed.

DUTY: SALES PROMOTION

TASK: Define design principles

PERFORMANCE OBJECTIVE

Given class discussion, information, and activities, the student will be able to define the design principles used in visual merchandising and demonstrate the examples of each with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the importance of composition in display and provide examples.	N/A
II. Explain and give examples of unity, order, line, balance, harmony, proportion, rhythm, and contrast.	
III. Divide students into small groups and have them visit a shopping area. Make slides of the basic design principles and discuss these in class.	
IV. Have students construct simple displays using the basic design principles.	
V. Develop a survey for students to use in rating the displays found in shopping areas. Discuss the results.	
VI. Have students go to a mall or shopping center and use the survey or Student Information Sheet "Using Design Principles" to identify the principles in a display. Discuss the findings in class.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 363-368
Student Information Sheet

TOOLS AND EQUIPMENT

Transparencies, construction paper, rubber cement, scissors, flannel, flannel board, overhead projector, grease pencil, camera and film, film projector, screen

EVALUATION

The student will define the design principles and demonstrate examples of each with 100% accuracy.

USING DESIGN PRINCIPLES: MALL PROJECT

Instructions: Choose five displays of your choice and answer the following questions. Be sure that all information is given with each display evaluated.

1. Give store and display location (department).

2. Sketch your displays using geometric shapes.

3. Identify the colors used in the display.

4. Identify the color scheme used: complementary, split complementary, double-split complementary, triadic, analogous, monocramatic.

5. Identify the display as being formal or informal balance.

6. Identify if the display is in proportion.

7. Identify if the display has rhythm by either:
   a. repetition (the reproduction of an element more than once).
   b. graduation (the gradual change in the size or color of the units).
   c. interrupted rhythm (If the designs consist of items of the same size, shape, or color, the insertion of an item that is different in size, shape or color gives interrupted rhythm).

8. Identify if the display is in harmony or contrast in arrangement.

9. Identify, if applicable, if the display is in one of the seven pattern arrangements discussed previously: radiation, stair step, pyramid, zig zag, repetition, gradation and interference.

DUTY: SALES PROMOTION

TASK: Identify five basic display arrangements

PERFORMANCE OBJECTIVE

Given class discussion, information, and activities, the student will be able to define and identify examples of the five basic display arrangements with 100% accuracy.

LEARNING ACTIVITIES

I. Explain the five basic display arrangements and provide examples of each.

II. Have students construct examples of the five basic display arrangements using either construction paper and glue or a flannel board.

III. Divide students into small groups to locate the best examples of displays representing the five arrangements and make slides or sketches to show and discuss in class.

IV. Invite a guest from a local store's display department to discuss "Why is display important to a store?" and "Career opportunities in display."

V. Have students locate a display that is poorly arranged and tell what could be done to improve it.

PERFORMANCE GUIDE

N/A

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 368-370
Samson, Little and Wingate. **Retailing Merchandising**, pp. 323-325

TOOLS AND EQUIPMENT

Construction paper, rubber cement, flannel, flannel board, camera and film

EVALUATION

The student will define and identify examples of the five basic display arrangements with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Describe the psychology of color in display and its importance

PERFORMANCE OBJECTIVE

Given a class discussion and field trip, the student will be able to describe the psychology of color in display and its importance with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the psychological factors in color and their importance in a display.	N/A
II. Present slides or transparencies emphasizing the psychology of display and what color suggests.	
III. Conduct a field trip to a shopping area and have students analyze window displays. Discuss what feelings or moods are suggested.	
IV. Choose a fashion product. Create a display with construction paper and geometric shapes to emphasize the mood. By changing colors, discuss the mood change.	
V. Discuss the popular colors for the different seasons and why they are chosen.	

RESOURCES

Carty. **Visual Merchandising**, pp. 80-86
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 371-373

TOOLS AND EQUIPMENT

Construction paper, rubber cement, scissors, either overhead projector or slide projector, screen

EVALUATION

The student will describe the psychology of color in display and its importance with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Describe color harmony

PERFORMANCE OBJECTIVE

Given instruction on hue, value, tint and shade and the primary, secondary, and tertiary colors, the student will be able to describe how each is important to a display with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain hue, value, tint and shade and primary, secondary, and tertiary colors.	N/A
II. Using examples or transparencies, have students determine characteristics discussed.	
III. Using watercolors, have students create the value, tints, and shades of one color.	
IV. Using watercolors, have students make the primary, secondary, and tertiary colors and present the color wheel in a design of choice.	
V. Have students visit local stores and look for color harmony in interior and window displays and report back to class.	
VI. Distribute handout on color pre-test and have students to complete it for review. (Use **Color in Display.**)	
VII. Identify anologous and complementary colors on a color wheel.	

RESOURCES

Meyers, Haines and Harris. **Retailing: Principles and Practices**, pp. 372-373
Samson, Little and Wingate. **Retail Merchandising**, pp. 329-331
Color In Display

TOOLS AND EQUIPMENT

Overhead projector, screen, grease pencil, water colors, paper, brushes, water

EVALUATION

The student will describe how each color is important to a display and complete worksheets with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Design color schemes

PERFORMANCE OBJECTIVE

Given class discussion, information, and materials, the student will be able to design the four basic color schemes according to teacher-developed criteria with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the four basic color schemes.	N/A
II. Have students use construction paper and geometric shapes to design the four basic color schemes using their own creativity.	
III. Have students visit local stores and find examples of the four basic color schemes.	
IV. From the examples, have each student sketch and color the color scheme displays and present them in class for critiquing.	
V. Invite a display coordinator to discuss "The importance of color schemes to display" or "The career opportunities in display."	
VI. Have students complete handouts from **Color In Display.**	

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices,** pp. 372-376
Carty. **Visual Merchandising,** pp. 83-84
Samson, Little and Wingate. **Retail Merchandising,** pp. 329-331
Color In Display
Display coordinator

TOOLS AND EQUIPMENT

Construction paper, rubber cement

EVALUATION

The student will design the four basic color schemes according to teacher-developed criteria with 100% accuracy.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Check count of merchandise received from stockroom

PERFORMANCE OBJECTIVE

Provided merchandise and a stockroom invoice, check in the order. Any errors must be noted on the invoice and counts of merchandise must appear next to each item received.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the importance of checking in merchandise and the proper procedures to be used.	
II. Invite a local buyer or department store operations manager to discuss his/her procedure.	
III. Ask students who work to describe the procedure they follow and if it is different from the Performance Guide.	III. 1. Read stockroom invoice to determine: a. Quantity of merchandise requested b. Sizes requested c. Styles requested d. Colors requested 2. Check all merchandise received: a. Record next to each item the count of each size, style, and color received. b. If prepriced, check price tag to determine that correct price is recorded on the tag. c. Record any discrepancies on the stockroom invoice or contact buyer.
IV. Have students visit a department store to see how the procedures are handled.	
V. Discuss the appropriate action to take if there is a discrepancy in the invoice.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 136-141

TOOLS AND EQUIPMENT

Stockroom invoice supplies

EVALUATION

The student will check in an order against the invoice.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Check merchandise and retail price against copy of order sheet

PERFORMANCE OBJECTIVE

Given an order of merchandise received from the stockroom with order sheet, check in the order for the department. When finished, the number of each item received must be written on the order sheet, and the retail price of the item must be verified and/or corrected. Damaged merchandise must be indicated.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the modern methods of distribution in retail stores.	
II. Have employed students explain the methods of checking and receiving they encounter.	
III. Invite receiving manager to explain the procedures and forms used to check merchandise and retail prices against orders.	
IV. Give the students an order of merchandise received from the stockroom with order sheet. Check in the order.	IV. 1. Read the quantity of each item of merchandise received. 2. Count the number of each item of merchandise received, and write the actual count beside the count that appears on the order sheet. 3. Check price marked on merchandise. 4. Check the condition of the merchandise. 5. Write a description of any noticeable damage on order sheet and return the item(s) to the stockroom. 6. Sign order form when completed. 7. Route the order form with the merchandise to the appropriate store employee or department.

V. Visit a local receiving department to observe the procedure involved once the merchandise reaches the store.

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp.140-141, 418-421

TOOLS AND EQUIPMENT

Order sheet transparencies, overhead projector, grease pencil

EVALUATION

The student will check in the order for the department. When finished, the number of each item received must be written on the order sheet, and the retail price of the time must be verified and/or corrected. Damaged merchandise must be indicated.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Stock merchandise

PERFORMANCE OBJECTIVE

Provided merchandise, a price list, display props/fixtures, stocking tools and supplies, stock the merchandise. When finished, all of the merchandise must be price marked, visible to customers, in related groups, and displayed according to kind, color, and size.

LEARNING ACTIVITIES

I. Lecture on the importance of stocking merchandise and the proper procedures.

II. Invite a marking and receiving manager to discuss the procedures and methods of marking and stocking the store's merchandise.

III. Review markups and price lists in relation to invoices.

IV. Discuss the design principles in relationship to the merchandise the students may be stocking and arranging.

V. Give each student some merchandise, a price list, a display area, and tools and have the student stock a given area.

PERFORMANCE GUIDE

V. 1. Assemble tools and supplies.
   a. Box cutter
   b. Price tags
   c. Price markers
   d. Price list
   e. Dust cloth/feather duster
2. Open boxed merchandise with box cutter blade to avoid damaging merchandise.
3. Read the invoice and if necessary compute the retail price of the merchandise.
4. If necessary, clean/dust the merchandise.
5. Avoid placing boxes, tools, and supplies in customer traffic area.
6. Price mark each item of merchandise before placing it on fixture/prop.
7. Stock like merchandise according to color, size, and kind.

8. When stocking shelves and counters, place merchandise so that it is secure and will not fall.
9. Stock jewelry and other easily pilfered items in lockable props/ fixtures.
10. Clean up and dispose of all packing material.
11. Return tools to store area.

RESOURCES

Marking and receiving manager

TOOLS AND EQUIPMENT

Items listed in the guide

EVALUATION

The student will stock the merchandise. When finished, all of the merchandise must be price marked, visible to customers, in related groups, and displayed according to kind, color, and size.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Design point-of-purchase signs

PERFORMANCE OBJECTIVE

Provided merchandise and a point-of-purchase sign request form, design a sign for the merchandise. The plan for the sign should include information that will benefit customers and a message that is brief, factual, and will attract the customer's attention.

LEARNING ACTIVITIES

I. Lecture on the importance of proper signs in displays.

II. Discuss why signs must reach the desired target group with the message or information.

III. Invite a person from a display department of a store to discuss the importance of signs and how they are designed.

IV. Provide examples of signs in relation to the merchandise displayed.

V. Provide students with an item and have students design a sign for the merchandise.

PERFORMANCE GUIDE

V. 1. Obtain the merchandise that will be signed.
2. Analyze the merchandise. Determine what customer benefits it offers.
   a. Pleasure
   b. Comfort
   c. Protection
   d. Time or labor savings
   e. Money savings
   f. Appearance improvement
   g. Pride of ownership
   h. Security
3. Write benefits on sign request form.
4. Write the name of the product.
5. Write a list of the selling features of the product.
   a. Materials of which it is made
   b. How is it made
   c. How it is superior

d. How can it be used
e. Its care features
f. Its new uses
g. Available sizes

6. Write the price of the product.
7. Give the point-of-purchase sign request form to the print shop.

RESOURCES

Samson, Little and Wingate. **Retail Merchandising,** pp. 334-336
Meyer, Haines and Harris. **Retailing: Principles and Practices,** pp. 378-383, 350-351

TOOLS AND EQUIPMENT

Sign materials

EVALUATION

The student will design a sign for the merchandise. The plan for the sign should include information that will benefit customers and a message that is brief, factual, and will attract the customer's attention.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Dismantel display

PERFORMANCE OBJECTIVE

Provided tools, cleaning equipment, and an assembled display, dismantle the display. The display must be dismantled safely without damage to merchandise, props or accessories; all merchandise must be returned to the appropriate department; all display props must be returned to storage; and display area must be left neat and clean.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Lecture on the importance of dismanteling displays.	
II. Invite a display specialist to discuss the procedures for dismanteling displays.	
III. Demonstrate how a display is dismanteled.	
IV. Have students visit a local store and observe the dismanteling process.	
V. Have students dismantel a display.	V. 1. Assemble tools and cleaning materials. 2. Adhere to following safety rules. a. Avoid placing removed props and merchandise in aisles or where entrances/exits will be blocked. c. Handle all tools safely. d. Obtain help when removing heavy objects. 3. Dismantel display. a. Remove signs/show cards. b. Remove accessory lighting fixtures. c. Remove merchandise. d. Remove props. e. Remove backdrop. 4. Return merchandise to department.

5. Return props, display materials, show cards, and signs to storage.
6. Perform housekeeping activities.
   a. Clean windows.
   b. Vacuum floor.
   c. Dust props/fixtures.
   d. Throw out all trash.

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices**, pp. 381-384
Samson, Little, and Wingate. **Retail Merchandising**, pp. 338-346

TOOLS AND EQUIPMENT

Cleaning equipment, display area

EVALUATION

The student will dismantle the display. The display must be dismantled safely without damage to merchandise, props or accessories; all merchandise must be returned to the appropriate department; all display props must be returned to storage; and display area must be left neat and clean.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Dress mannequins

PERFORMANCE OBJECTIVE

Given a mannequin, clothing, accessories, tools, and equipment, dress the mannequin. The mannequin must be dressed and accessorized appropriately wthout damaging any of its parts or items of merchandise.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the reading assignment.	
II. Have five different articles of clothing on display. Have students brainstorm what accessories can be used from different departments to accessorize each item.	
III. Demonstrate how to properly dismantel the mannequin.	
IV. Divide the class into groups (based upon the number of mannequins). Have students follow the instructions as demonstrated and listed in the guide.	IV. 1. Press garments, if necessary. 2. Remove wig, or if wig cannot be removed, cover it with a plastic bag. 3. Unlock and remove detachable arms. 4. Disassemble torso from lower half of mannequin; remove the stand from lower half of body. 5. Turn lower half upside down and put on hose. 6. Slip slacks over lower half of mannequin (if applicable). 7. Place shoes on feet and fasten. 8. Place lower half on support rod and fasten set screws. 9. Reattach torso of mannequin to lower half, taking care to avoid damage to slacks. Lock torso into position. 10. Place unbuttoned sweater/blouse/shirt on torso. 11. Place unbuttoned dress/coat on mannequin. 12. Slip arms up sleeve of garments and securely lock into position.

13. Button all garments beginning with the innermost item.
14. Select a complementary wig and/or scarf and put in place.
15. Add hat, jewelry, and other accessories.
16. Check for loose threads, tickets or wrinkles which may detract from display.

RESOURCES

Carty. **Visual Merchandising**, pp. 45-58

TOOLS AND EQUIPMENT

Mannequin, clothing, accessories, tools for dismantling

EVALUATION

The student will dress the mannequin. The mannequin must be dressed and accessorized appropriately without damaging any of its parts or items of merchandise.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Letter signs

PERFORMANCE OBJECTIVE

Given a display and access to show card lettering tools and supplies, letter a show card for the display. The show card must be sized and color coordinated appropriately for the display. It must incorporate the principles of artistic design, must be informative and readable and placed on the display in a location where it promotes customer interest.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Demonstrate how to lay out and letter show cards.	
II. Have students practice laying out and lettering show cards based on the demonstration.	
III. Invite a display artist to demonstrate different styles of lettering show cards.	
IV. Show slides or transparencies exemplifying styles of lettering used in show cards.	
V. Have students design a show card for a display.	V. 1. Write a plan for the show card including the following aspects. a. The selling features of the item and service. b. The size and color of the card that is to be used. c. The style of lettering that is to be used. d. The copy that is to be lettered on the show card. 2. Assemble the tools and materials that will be needed for lettering the show cards at the work area. a. Lettering ink or paint b. Ruler and square c. Show card stock d. Lettering pens or brushes e. Pencils

3. Determine the size of show card that is needed.
4. Line off the show card stock with a hard lead pencil.
5. Lay out the show card in a size proportionate to the display and incorporate the following principles of design.
   a. Balance
   b. Unity
   c. Harmony
   d. Scale and proportion
6. Letter the card.
   a. Select a style of lettering that will be easy for customers to read and is an appropriate contrast to background material.
   b. Write copy that is factual, direct, and to the point.
   c. Avoid including unnecessary words and distracting material.
   d. Select lettering colors that will contrast with the card stock.
   e. Letter the card. Avoid ink or paint smears, fingerprints, cuts, and tears.
7. Display the show card in a location on the display where it will promote customer interest in the merchandise or service.

RESOURCES

Meyer, Haines, and Harris. **Retailing: Principles and Practices**, p. 383
Samson and Little. **Display Planning and Techniques**, pp. 125-142

TOOLS AND EQUIPMENT

Display, show cards, lettering tools and supplies

EVALUATION

The student will letter a show card for the display. The show card must be sized and color coordinated appropriately for the display. It must incorporate the principles of artistic design, must be informative and readable, and must be placed on the display in a location where it promotes customer interest.

DUTY: SALES PROMOTION (DISPLAYING AND STOCKING MERCHANDISE)

TASK: Set up window displays

PERFORMANCE OBJECTIVE

Given merchandise, window display space, tools, and materials, set up a window display. The finished display must meet all applicable criteria on the instructor's checklist.

LEARNING ACTIVITIES

I. Divide the class into groups. Give them one idea for creating a theme (a color, season, etc.).

II. As a group have the students create a theme. List all props and merchandise to be included.

III. Observe a display department setting up a window display.

IV. Have each student bring to class a list of two themes that could be used for each month of the year. Make a master list on the board for each month.

V. Provide the materials and have students set up a window display.

PERFORMANCE GUIDE

V. 1. Write a plan for the display including these items.
   a. The theme or purpose
   b. Merchandise to be used
   c. Display accessories to be used
   d. Show/price cards to be used
   e. Tools and supplies to be used
   f. Depth of stock of merchandise to be displayed
2. Draw a sketch of how the display will appear when finished.
3. Letter or order printed show/price cards.
4. Assemble tools, merchandise, props, and accessories at the work area.
5. Set up the display incorporating the following principles of display.

a. Balance
b. Harmony
c. Color and texture
d. Scale and proportion
e. Shape
f. Focal area
g. Repetition
h. Unity

6. Incorporate the following safety standards when building the display.
   a. Keep in mind that you are surrounded by glass and avoid any moves that will cause it to break.
   b. Use props to safely support all displayed merchandise.
   c. Place all electrical and lighting fixtures so that all safety requirements are met.
   d. Use only fire-resistant accessory materials in the display.
7. Avoid the use of lighting or other display techniques that will present a false impression of the merchandise.
8. Set up the display to include show and price cards that are informative, free of errors, dirt, or smudges, and that follow the purpose or theme of the display.
9. Follow these steps to set up the display.
   a. Clean the window display area including the glass and floor area.
   b. Assemble the merchandise, tools, props, and accessories.
   c. Set up window display background.
   d. Set up the display props.
   e. Place merchandise on the display props and in the window display.
   f. Set up accessory lighting fixtures.
   g. Set in show and price cards.
   h. Dispose of all debris.
   i. Return tools to work area.

VI. Assign one or two student(s) to be responsible for setting up a week-long display in the school store. The theme, plans, and construction may be developed by the student(s).

RESOURCES

Carty. **Visual Merchandising**, pp. 15-27
Samson and Little. **Display Planning and Techniques**, pp. 26-33

TOOLS AND EQUIPMENT

Merchandise, window display, tools and materials

EVALUATION

The student will set up a window display. The finished display must meet all applicable criteria on the instructor's checklist.

INSTRUCTOR CHECKLIST: P.O.10 - Set up window display.

ACTIVITY	RATING	
	Acceptable	Unacceptable
The display: 1. Attracted the attention of customers.		
2. Exhibited the principles of display.		
3. Exhibited the following safety standards. a. Props were structually designed to safely support displayed merchandise.		
b. Placement of merchandise was arranged so that no safety hazards existed.		
c. Lighting or other electrical fixtures were placed to meet all safety requirements.		
d. Flammable materials used in display were fire resistant as far as possible.		
4. Did not include lighting or other display techniques that deliberately presented a false impression of the merchandise.		
5. Included merchandise in the display that was clean and fresh.		
6. Was designed around a definite theme or purpose.		
7. Included showcards or price tags that were informative, free of errors, dirt, smudges, and followed the purpose or theme of the display.		
8. Included a report of the depth of stock of merchandise to be displayed.		

DUTY: SALES PROMOTION

TASK: Describe the importance of publicity to store's image

PERFORMANCE OBJECTIVE

Given classroom discussions and illustrations, the student will be able to describe the importance of publicity to the store's image and list three examples of publicity used by retail stores with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain publicity as a form of sales promotion.	N/A
II. Invite a sales promotion manager to discuss the importance of publicity in relation to the other forms of sales promotion.	
III. Have students locate forms of publicity specified by the instructor in various forms of media.	
IV. Have student create a form of publicity for a fashion product.	
V. Have students design a sales promotion campaign including a display plan, advertising sketch, a form of publicity, and a product analysis sheet for a chosen fashion product.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, p. 196
Wingate and Nolan. **Fundamentals of Selling**, p. 253
Samson, Little and Wingate. **Retail Merchandising**, p. 278
Troxell and Stone. **Fashion Merchandising**, pp. 400-406
Local sales promotion manager

TOOLS AND EQUIPMENT

Magazines, newspapers

EVALUATION

The student will describe the importance of publicity to the store's image and list three examples of publicity used by retail stores with 100% accuracy.

DUTY: SALES PROMOTION

TASK: Organize a fashion show

PERFORMANCE OBJECTIVE

Given an organizational chart for a fashion show as discussed in class, the student will be able to describe the responsibilities of the director, coordinator, and publicity chairperson with 90% accuracy. The student will participate in a fashion show production.

LEARNING ACTIVITIES

I. Discuss the characteristics and purposes of the following types of fashion shows.
   a. Introduction of new designs to retail buyers, sales people, and press
   b. Designer promotions
   c. Development of fashion image
   d. Promotion for local stores

II. If a fashion show is scheduled in the community, have the students attend and observe details for discussion in class.

III. Discuss target audiences for fashion shows.

IV. Contact a local store for the class to assist in producing a fashion show, or sponsor a show as a class project. All students should be involved.

V. Discuss the organization for the production of a fashion show. The chart found in the text may be altered to meet specific needs.

VI. Distribute duties and responsibilities of those persons involved in the fashion show production and the production checklist.

PERFORMANCE GUIDE

N/A

RESOURCES

Winters and Goodman. **Fashion Sales Promotion**, pp. 120-129
Gold. **How to Sell Fashion**
Troxell and Stone. **Fashion Merchandising**, pp. 404-405
Wingate and Nolan. **Fundamentals of Selling**, pp. 339-340
A Professional Guide for Establishing a Successful Fashion Merchandising Program
Fashion on Parade (Teacher's Guide and slides)

TOOLS AND EQUIPMENT

The tools and equipment needed are listed in the duties and responsibilities found in the text: **A Professional Guide for Establishing a Successful Fashion Merchandising Program.**

EVALUATION

The student will describe the responsibilities of the director, coordinator, and publicity chairperson with 90% accuracy. The student will participate in a fashion show production.

Sales Promotion

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Carty, Richard. **Visual Merchandising.** New York: MPC Educational Publishers/Milady Publishing Corp., 1978.

Color In Display. Columbia, S.C.: South Carolina Department of Education, 1978.

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Samson, Harland E. and Little, Wayne. **Display Planning and Techniques.** Cincinnati, Ohio: South-Western Publishing Co., 1979.

Samson, Harland E.; Little, Wayne G.; and Wingate, John W. **Retail Merchandising.** Cincinnati, Ohio: South-Western Publishing Company, 1982.

South Carolina Sales Tax Chart. Columbia, S.C.: S.C. Tax Commission, 1982.

Troxell, Mary D. and Stone, Elaine. **Fashion Merchandising.** 3rd ed. New York: McGraw-Hill Book Company, 1981.

Warmke, Roman F.; Palmer, G. Dean; and Nolan, Carroll A. **Marketing In Action.** Cincinnati, Ohio: South-Western Publishing Company, 1976.

Wingate, John W. and Nolan, Carroll A. **Fundamentals of Selling.** 10th ed. Cincinnati, Ohio: South-Western Publishing Company, 1976.

Winters, Arthur A. and Goodman, Stanley. **Fashion Sales Promotion.** New York: State University of New York, Fashion Institute of Technology, nd.

Wray, Ralph D. **Advertising Services.** New York: McGraw-Hill Book Company, 1979.

AUDIO-VISUALS

"Fashion on Parade." South Carolina Department of Education, Columbia, South Carolina (Teacher's guide and slides)

"Shoplifting: It's a Steal." Modern Talking Pictures, Charlotte, North Carolina (#13286, 15 min., color, free)

"Sales Tax." Life Skills Company, Vienna, Virginia (filmstrip with cassette)

VII. PRODUCT TECHNOLOGY

A. COLOR, LINE, AND DESIGN

B. TEXTILES

C. SPECIAL PRODUCTS

D. BIBLIOGRAPHY

DUTY: PRODUCT TECHNOLOGY

TASK: Describe how color affects clothing selection

PERFORMANCE OBJECTIVE

Given a color wheel and classroom discussion, the student will be able to identify the twelve colors on the Prang color wheel and describe the effect that colors have on clothing selection with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the color wheel and the placement of colors.	N/A
II. Have students complete their own color wheel with paints or colored pencils.	
III. Explain the characteristics of primary, secondary, and tertiary colors.	
IV. Show illustrations and discuss how color affects clothing choices.	
V. Explain the different color combinations.	
VI. Have students color illustrations of garments using different color combinations.	
VII. Show and discuss the filmstrip "Color in Display."	

RESOURCES

Domian and Duniphon. **Color in Display**
Peltz. **Color Line and Design**, pp. 17-38
Mathisen. **Apparel and Accessories**, pp. 79-83, p. 208
"Color in Display" (filmstrip)

TOOLS AND EQUIPMENT

Tempra paint, brushes, water cups, fashion magazines, cassette player, filmstrip projector, screen

EVALUATION

The student will identify the twelve colors on the Prang color wheel and describe the effect they have on clothing selection with 100% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Describe how lines affect clothing appearance

PERFORMANCE OBJECTIVE

Given classroom discussion and illustrations, the student will be able to identify the seven line arrangements and how they affect clothing appearance with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Use paper dolls to illustrate the seven line arrangements. a. "Y" b. Vertical c. Horizontal d. Asymmetrical e. "T" f. Arrow g. Diagonal	N/A
II. Describe the seven lines and explain the effect of the different lines on clothing.	
III. Have students select illustrations from magazines and catalogs showing the different lines.	
IV. Have students complete the exercise in the text on lines.	
V. Show and discuss the film "Your Wardrobe and You."	
VI. Show and discuss the teacher-made transparencies on the different lines and how they affect clothing.	

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 79-83
Peltz. **Color, Line, and Design.** pp. 31-36
"Your Wardrobe and You" (filmstrip)

TOOLS AND EQUIPMENT

Filmstrip projector, screen, overhead projector, grease pencil

EVALUATION

The student will identify the seven line arrangements and how they affect clothing appearance with 100% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Describe how principles of design affect clothing selection

PERFORMANCE OBJECTIVE

Given the illustrations and classroom discussions, the student will be able to identify and describe the seven principles of design with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Show and discuss the transparencies on principles of design.	N/A
II. Discuss principles of design using examples such as items of clothing.	
III. Have students select designs from magazines to illustrate.	
IV. Have students design a scarf using at least two principles of design.	
V. Define the seven principles of design. a. Balance b. Emphasis c. Proportion d. Rhythm e. Harmony f. Formal balance g. Informal balance	
VI. Show and discuss the filmstrip "Your Wardrobe and You."	

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 79-85
Peltz. **Color, Line, and Design**, pp. 31-35
"Visual Merchandising" (transparencies)
"Your Wardrobe and You" (filmstrip)

TOOLS AND EQUIPMENT

Filmstrip projector, screen, overhead projector, grease pencil

EVALUATION

The student will identify and describe the seven principles of design with 100% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Identify synthetic and natural fibers

PERFORMANCE OBJECTIVE

Given classroom discussion, audiovisuals, and a field trip, the student will be able to identify snythetic and natural fibers, basic fabric construction, and fabric finishes with 85% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Show and discuss samples of four natural fibers.	N/A
II. Show and discuss samples of at least ten synthetic fibers.	
III. Explain two means of fabric construction: weaving and knitting.	
IV. Have students define terms for fabric finishes and complete a chart on fiber name, natural or synthetic properties, care instructions, and principle uses for a given fabric.	
V. Show and discuss these audiovisuals. "T & I Textiles" "Synthetic Fibers: Nylon and Rayon"	
VI. Arrange for field trip to local fiber manufacturing company.	

RESOURCES

Dupont. **The Dacron Story, Milestones in the Dupont Company's Textile Fibers History,** and **Some Important Industry Dates.** 12th ed., Jan. 1976.
Mathisen. **Apparel and Accessories,** pp. 56-69
Corbman. **Fiber to Fiber**
Troxell and Stone. **Fashion Merchandising,** pp. 74-96
"T & I Textiles" (filmstrip)
"Synthetics Fibers: Nylon and Rayon" (film)

TOOLS AND EQUIPMENT

Projector and screen, samples of synthetic and natural fiber materials

EVALUATION

The student will identify synthetic and natural fibers, basic fabric construction, and fabric finishes with 85% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Identify fabric names, uses, and care requirements

PERFORMANCE OBJECTIVE

Given classroom discussion and field trip, the student will be able to identify at least ten different fabrics, their end uses, and their care requirements with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Have students complete a chart including the following information for ten samples of fabric. a. Fabric name b. Fabric sample c. Description d. Three end uses e. Care requirements	N/A
II. Discuss the findings and the differences recorded.	
III. Show and discuss the filmstrip "Synthetic Fibers: Nylon and Rayon" if not shown before.	
IV. Invite a local fabric designer or retailer of a fabric store to discuss fabrics.	
V. Arrange for a field trip to local fabric retail store.	
VI. Have students: a. Complete the exercise in Apparel and Accessories. b. Make a list of five winter fabrics and five summer fabrics. c. Design an outfit most suitable to a particular fabric.	
VII. Explain and discuss the care labels on purchased garments.	

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 56-69
Corbman. **Fiber to Fiber**
Troxell and Stone. **Fashion Merchandising**, pp. 74-96
"Synthetic Fibers: Nylon and Rayon" (filmstrip)
Pizzuto, Joseph J. **Fabric Science** (and swatch kit), Fairchild Publications, 1980.

TOOLS AND EQUIPMENT

Projector, screen, sample care labels

EVALUATION

The student will identify at least ten different fabrics, their end uses, and their care requirements with 100% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Identify designs and styles of men's clothing

PERFORMANCE OBJECTIVE

Given information, classroom discussion, and activities, the student will be able to identify at least ten basic designs and styles of men's clothing with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Show teacher-developed transparencies on basic designs and styles of men's clothing.	N/A
II. Describe and discuss the three basic suit styles.	
III. Have students complete exercises in **Apparel and Accessories.**	
IV. Explain and discuss the basic styles of men's coats, formal wear, slacks, vests, ties, sweaters, and men's underwear.	
V. Have students select from a magazine at least five different styles of men's underwear. Label each style.	
VI. Show and discuss "The Basic Sportswear for Men."	
VII. Have students complete these puzzles. a. Shirt Collars Please b. Men's Clothing Please c. Men's Furnishing Find	
VIII. Have students select men's clothing items for a complete wardrobe and label the different styles.	

RESOURCES

Mathisen. **Apparel and Accessories**, pp. 86-103
Olson. **Men's Fashion Merchandising**
Troxell and Stone. **Fashion Merchandising**, pp. 147-170
Wilke. **Fun Things for Learning About Fashion**
"The Basic Sportswear for Men" (filmstrip)

TOOLS AND EQUIPMENT

Overhead projector, screen, magazines, cassette player, filmstrip projector

EVALUATION

The student will identify at least ten basic designs and styles of men's clothing with 100% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Identify sizes and styles of children's wear

PERFORMANCE OBJECTIVE

Given necessary information and classroom discussion, the student will be able to identify at least ten different sizes and styles of children's wear with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain and discuss the sizes of children's wear.	N/A
II. Have students complete exercises in **Apparel and Accessories.**	
III. Show and discuss teacher-made transparencies on infants' and children's wear styles.	
IV. Have students describe any other items in infants' and toddlers' wear and their uses.	
V. Have students answer questions from pamphlet **How to Select Infants' and Children's Clothing.**	
VI. Explain and discuss the articles in a layette.	
VII. Have students design a wardrobe for two children for one season using an assigned budget per child.	
VIII. Visit a local children's store or invite a buyer for a children's department to class.	

RESOURCES

How to Select Infants' and Children's Clothing, pp. 1-19
Mathisen. **Apparel and Accessories**, pp. 104-115
Luter. **Infants' Children Wear**
Local children's department buyer

TOOLS AND EQUIPMENT

Overhead projector, screen, grease pencil

EVALUATION

The student will identify at least ten different sizes and styles of children's wear with 100% accuracy.

DUTY: PRODUCT TECHNOLOGY

TASK: Identify ladies' ready-to-wear accessory items

PERFORMANCE OBJECTIVE

Given necessary information and classroom discussion, the student will be able to describe and identify at least ten different ladies' wear accessory items with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Have students complete a written and oral report on an accessory item. a. Name of special market b. Brief history c. Different styles d. Different uses e. Method of construction f. Selling techniques	N/A
II. Invite a buyer for an accessory department to speak on fashion changes.	
III. Have students select one accessory item and go to a department store to tally the number of different brands and prices for that item. Report findings to class.	
IV. From current catalogs and fashion magazines, have students clip at least three examples of current styles in different accessory categories.	
V. Have students trace an accessory item from its design conception to its appearance in a retail store.	
VI. Have students design an accessory item on poster board.	

RESOURCES

Wingate, et al. Know Your Merchandise
Troxell and Stone. Fashion Merchandising, pp. 171-199
Hogue and Luter. Shoe Sales and Merchandising
Tolman. Guide to Fashion Merchandise Knowledge, Vol. 1, pp. 249-361
Mathisen. Apparel and Accessories, pp. 132-145

TOOLS AND EQUIPMENT

Fashion magazines and catalogs

EVALUATION

The student will describe and identify at least ten different ladies' wear accessory items with 100% accuracy.

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Wingate, **et al. Know Your Merchandise.** New York: McGraw-Hill, 1975.

AUDIO-VISUALS

"Color in Display." Office of Vocational Education, South Carolina Department of Education, Columbia, South Carolina (filmstrip)

"Synthetic Fibers: Nylon and Rayon." Encyclopedia Britannica Educational Corporation, 1949 (14 minutes, black and white)

"Orientation to Textiles." Office of Vocational Education, South Carolina Department of Education, Columbia, South Carolina (film)

"The Basic Sportswear for Men." Sears, Roebuck and Company, Consumer Information Services, Chicago, Ill., 1973 (filmstrip and cassette)

"Your Wardrobe and You." Money Management Institute, Chicago, Ill. (filmstrip)

"Visual Merchandising." United Transparencies Inc., Binghamton, New York (transparencies)

VIII. MERCHANDISING

A. CONSUMER DEMAND

B. MERCHANDISING MATH

C. COMPUTER APPLICATION

D. BUYING

E. BIBLIOGRAPHY

DUTY: MERCHANDISING

TASK: Describe methods of determining consumer demand

PERFORMANCE OBJECTIVE

Following a class discussion on consumer demands, the student will be able to describe at least three methods of determining consumer demand with 95% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain the importance of studying customer wants and needs.	N/A
II. Discuss elements of consumer demand. a. Selection factors b. Buying motives c. Variations in demand	
III. Discuss aids in determining consumer demand. a. Past sales b. Pretesting c. Markdown d. Want slips e. Advertising results f. Returns g. Complaints h. Surveys i. Salespeople j. Competitors k. Resident buying office l. Research studies m. Sales representatives	
IV. Compile and conduct a survey in a local store to determine the customer's buying motives.	
V. Conduct a field trip or have students to individually visit a local store and talk with a buyer about consumer demand.	

RESOURCES

Troxell and Stone. **Fashion Merchandising,** pp. 260-277

TOOLS AND EQUIPMENT

None

EVALUATION

The student will describe at least three methods of determining customer demand with 95% accuracy.

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DUTY: MERCHANDISING

TASK: Describe necessity of profit

PERFORMANCE OBJECTIVE

Given a discussion on profit, the student will be able to explain the reasons for a retail business to show a profit with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define profit.	N/A
II. Discuss reasons for a business to continue to be profit-minded.	
III. List ways in which an employee can help the business to stay in business and earn a profit.	
IV. Arrange for a manager of a small retail store to discuss profit and store management.	
V. Have students make a list of stores which have gone out of business in the last year.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices,** pp. 280-282

TOOLS AND EQUIPMENT

None

EVALUATION

The student will define profit and list five ways in which an employee can help the business earn a profit with 100% accuracy.

DUTY: MERCHANDISING

TASK: Compute profit

PERFORMANCE OBJECTIVE

Given computation problems and discussion on profit, the student will be able to compute gross profit, net profit, given net sales, cost of goods, and operating expenses for a selected business with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define the following terms. a. Net sales b. Gross profit c. Operating expenses d. Net profit	N/A
II. Give the students a problem to compute with given net sales, cost of goods, and operating expenses. Have them calculate the net profit and gross profit.	
III. Have students brainstorm the operating expenses that a retail store may have.	
IV. Conduct a field trip to a trade mart during one of the apparel shows to determine the cost of merchandise purchased by the retail buyer.	
V. Plan a simulated fund-raising drive and have students compute inventory, sales, profit, and loss, if any.	

RESOURCES

Tolman. **Fashion Marketing and Merchandising,** Vol. 2, pp. 307-309
Mathematics (LAP 37), 352

TOOLS AND EQUIPMENT

None

EVALUATION

The student will compute gross profit, net profit, given net sales, cost of goods, and operating expenses for a selected business with 100% accuracy.

DUTY: MERCHANDISING

TASK: Compute basic merchandising math problems

PERFORMANCE OBJECTIVE

Given a teacher-made test, the student will be able to perform all basic functions in merchandising math with 95% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Have students complete a pretest to determine their skills in math.	N/A
II. Review math computations on the chalkboard including fractions and percentages.	
III. Have students practice computations by solving a hypothetical business's accounting problem.	
IV. Discuss the results of the hypothetical problem.	
V. Have students develop their own written test to be exchanged with other members of class. Discuss sample problems.	

RESOURCES

Mathematics (LAP 1), 358

TOOLS AND EQUIPMENT

None

EVALUTION

The student will perform all basic functions in merchandising math with 95% accuracy.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Check in incoming merchandise

PERFORMANCE OBJECTIVE

Given an incoming order of merchandise and an invoice shipping bill, check in the order. A count of the merchandise must appear on the invoice, and all overages, shortages, and damages must be noted and verified by the control invoice.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define invoice.	
II. List and discuss information that is recorded on an invoice.	
III. Have students complete a sample invoice.	III. 1. Count each item or box of merchandise. 2. Read the invoice to determine that the number of items counted is the same number that is printed on the invoice. 3. Write the count on the invoice. 4. Write any overage or shortage on the invoice. 5. Check merchandise for damage. 6. Write a description of damage on the invoice. 7. Give the invoice to appropriate store employee.
IV. Compare sample invoices used by different manufacturing companies.	
V. Visit a retail store and observe new merchandise being received and checked against an invoice.	

RESOURCES

Sample invoices

TOOLS AND EQUPMENT

None

EVALUATION

The student will check an order against an invoice for a hypothetical company. A count of the merchandise must appear on the invoice, and all overages, shortages, and damage must be noted and verified by the control invoice.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Order merchandise

PERFORMANCE OBJECTIVE

Given a purchase order form and a want slip or requisition for merchandise, fill out the purchase order form. The completed purchase order should contain all the required information in the appropriate spaces.

LEARNING ACTIVITIES

I. Define purchase.

II. Distribute a blank purchase order form and a list of merchandise to be ordered.
Have students complete the order form.

III. Have students locate an area phone book and make a list of trucking companies which could transport large quantities of merchandise.

IV. Arrange for a local buyer to visit the class and talk about purchasing.

V. Review the math needed to complete a purchase order form.

PERFORMANCE GUIDE

II. 1. Take care to insure accuracy of the order.
2. Read the requisition or want book to determine what merchandise to order.
3. Write vendor's name and address on purchase order.
4. Write the following information on the order form.
   a. Name of the store
   b. Complete address
   c. Department identification
   d. Description of the merchandise including size, color, style, classification
   e. Requested shipping and delivery dates
   f. Condition of the order
   g. Method of shipment (may include specific carrier)
   h. Other special instructions
5. Mail completed order to vendor.

RESOURCES

Blank purchase order forms
Phone books
Local buyer

TOOLS AND EQUIPMENT

Calculator

EVALUATION

The student will fill out the purchase order form. The completed purchase order should contain all the required information in the appropriate spaces.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Take inventory

PERFORMANCE OBJECTIVE

Provided an inventory recording form, a calculator, and designated merchandise to inventory, inventory the merchandise. All merchandise must be counted, mathematical computations must be correct, and all entries must be legible.

LEARNING ACTIVITIES

I. Explain and define inventory.

II. Have students conduct a classroom inventory or DECA store inventory.

PERFORMANCE GUIDE

II. 1. Prepare for count of designated merchandise.
   a. Open boxes and cartons to check contents.
   b. Reseal full boxes for later count.
   c. Stack and/or sort loose merchandise for ease in counting.
   d. Identify and tag identical items with count of merchandise.
2. Prepare a master inventory list of items stocked showing:
   a. Name
   b. Unit price
3. Draw a map of areas to be inventoried. Draw a path that will be taken during count.
   a. Follow route drawn on map.
   b. Count each item of merchandise and enter the count in the appropriate space on the master inventory list.
   c. Count loose and sorted items; write count on master list.
   d. For full, sealed boxes write the count that is printed on the box.
   e. Refer to master inventory list to determine that all items of merchandise have been counted.
   f. Check stock to be sure all has been counted.

4. Conduct count.
5. Extend inventory sheets.
   a. Multiply quantity times unit price.
   b. Calculate total cost per item of merchandise and enter on master inventory list.

III. Arrange for students to help with the end of the year classroom equipment inventory.

IV. Have students who work part-time to describe how they take inventory at their respective jobs.

V. Have students compare the inventory systems taken by two different retail stores.

RESOURCES
Recording forms

TOOLS AND EQUIPMENT
Calculator, sample merchandise

EVALUATION
The student will inventory merchandise using a recording form and designated merchandise. All merchandise must be counted, mathematical computations must be correct, and all entries must be legible.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Transfer stock to branch stores

PERFORMANCE OBJECTIVE

Given a transfer form and a request for transfer, merchandise, and a destination, transfer the stock. All required information must be on the transfer form; stock must be as requested, prepared for transfer, and delivered to designated area of store.

LEARNING ACTIVITIES

I. Explain and define the purpose of transfers.

II. Distribute a blank transfer form and a list of merchandise to be transferred. Have students complete the form.

PERFORMANCE GUIDE

II. 1. Complete the transfer form for the merchandise that is to be transferred to another store (each store will have its own procedure).
   a. Date the form.
   b. Indicate where the merchandise is to be transferred.
   c. Record style and class number on the form.
   d. Write a description of the merchandise.
   e. Record the retail price and cost of each piece of the merchandise and the total dollar amount.
   f. Record the number of items being transferred.
   g. Indicate the reason for transferring the merchandise.
   h. Sign transfer form.
   i. Have the transfer authorized.
   j. Adjust store inventory records.
2. Prepare the merchandise for transfer.
3. Take or request that the merchandise be taken to the shipping department for transfer.

RESOURCES

Branch manager or assistant branch manager
Sample transfer forms

TOOLS AND EQUIPMENT

None

EVALUATION

The student will transfer the stock to a branch store. All required information must be on the transfer form; stock must be as requested, prepared for transfer, and delivered to designated area of store.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Fill out credit application forms

PERFORMANCE OBJECTIVE

Given a credit application form and a customer who wishes to apply for credit, fill out the form. The application information must be written legibly, all requested information completed, and the application must be signed by the applicant.

LEARNING ACTIVITIES

I. Discuss various types of credit including store credit and bank credit.

II. Distribute a blank credit application form and have students role play a selling situation in which they will have to complete a form.

PERFORMANCE GUIDE

II. 1. Greet the customer (applicant).
2. Determine the customer's needs.
3. Obtain a credit application form.
4. Explain to the applicant that the credit application form must be completed before credit can be authorized.
5. Explain the store's policy concerning the waiting period before credit is approved.
6. Explain to the applicant that he/she can complete the credit application form or that you will be glad to assist him/her with filling it out.
7. Ask the applicant for the following information.
   a. Full name and name of spouse
   b. Current address
   c. Previous address
   d. Occupation
   e. Bank references
   f. Credit references
   g. Applicant's social security number
   h. Names of persons authorized to use the credit account
   i. Additional information required by store policy
8. Request that the applicant sign the credit application.

9. Explain to the applicant that notification of approval will be forthcoming.
10. Thank the applicant.
11. Route the application to the store's credit department.

RESOURCES

Retail businessperson
Sample credit application forms

TOOLS AND EQUIPMENT

None

EVALUATION

The student will fill out the credit application form. The application information must be written legibly, all requested information completed, and the application must be signed by the applicant.

DUTY: MERCHANDISING (SELLING MERCHANDISE)

TASK: Process installment credit sales

PERFORMANCE OBJECTIVE

Given a customer who wishes to make an installment credit sales transaction, an installment sales credit form, and merchandise, process the sales transaction. All applicable information must be written on the credit form, and the customer must be aware of the amount of interest and principal that will have to be paid.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain installment credit.	
II. Discuss and define interest and principal.	
III. Distribute a blank installment credit form and have students complete the forms in a role-play situation.	III. 1. Ask the customer for the following information and write it in the appropriate spaces on the installment credit sales form. a. Name and address b. Date of the sales transaction c. A description of the merchandise d. Price of the merchandise e. Department identification f. Salesperson identification g. Subtotal (cost) of merchandise h. Amount of applicable sales tax i. Total cost of the transaction 2. Add the cost of the finance charge to the total cost of the merchandise and write this total on the installment credit form. 3. Divide the total cost of the transaction by the number of payments. 4. Tell the customer the cost of finance charges and the annual percentage rate following Truth and Lending Statutes. 5. Ask customer if he/she has any questions concerning the transaction.

6. Ask the customer to sign the installment credit sales form.
7. Give the customer a copy of the installment credit sales agreement.
8. Route other copies of the installment sales agreement to the accounting department.

RESOURCES

Sample installment credit forms
Bank representative

TOOLS AND EQUIPMENT

None

EVALUATION

The student will process the installment credit sales transaction. All applicable information must be written on the credit form, and the customer must be aware of the amount of interest and principal that will have to be paid.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Affix prices on merchandise

PERFORMANCE OBJECTIVE

Given merchandise, price tickets, a price-marking machine, price ticket fasteners, and a purchase order invoice with retail price, price mark each item of merchandise. Each price ticket must be marked clearly with the correct price and store information and fastened securely to the merchandise.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define retail price, cost price, mark-up, and mark-down.	
II. Have students compute problems dealing with each of the following. a. Mark-up: given retail price and cost price b. Retail price: given cost price and percentage mark-up c. Mark-down: given retail price and percentage mark-down d. Mark-down: given retail price and sale price 1/2 or 1/3 off	
III. Arrange for a retail buyer to discuss buying and store policy concerning percentage of mark-up.	
IV. Conduct a field trip to a trade mart during one of the apparel shows to view the cost price of goods and have a salesperson talk about mark-up.	
V. Have students visit a local retail store and list and compute the sale price on five items of merchandise.	
VI. Using a local newspaper, have students compute the sale price of five items advertised in the paper.	
VII. Ask those working students to describe how they mark items in their stores. Is it different from the Performance Guide and how?	VII. 1. Select appropriate price ticket. a. Pin ticket b. Pressure ticket

c. String ticket
d. Needle gun plastic fastener

2. Assemble merchandise, price ticket, fasteners, and price information sheet at the work area close to the price-marking machine. (If merchandise is to be price marked by hand, place the items near working area.)
3. Determine what information is to be printed on price ticket such as the following:
   a. Retail price
   b. Cost-price code
   c. Season or date code
   d. Style number
   e. Vendor's house number
   f. Size
   g. Color
   h. Fiber content
   i. Department code
4. Count the number of items of merchandise to be price marked.
5. Set up price-marking machine to print required information according to manufacturer's instructions.
6. Print price tickets based on merchandise count.
7. Attach printed price tickets to merchandise as indicated by price-marking machine manufacturer's instructions (or store policy).
8. Hang garments (or stack if they are to be left folded) for placing in sales area.
9. If hand pricing merchandise, print correct price and required information on the price ticket clearly. Attach the price ticket to the merchandise in an appropriate manner. (For example, string tickets can be attached to the right sleeve of women's garments, to a button, or to a belt, and on the left sleeve of men's coats near the seam.)
10. After price marking all items of merchandise, count them and compare the count to the number that appears on the purchase order or invoice.
11. Return the invoice or copy of purchase order to the appropriate store employee.

RESOURCES

Tolman. **Fashion Marketing and Merchandising,** pp. 297-317
Troxell and Stone. **Fashion Merchandising,** pp. 287-291
Retail buyer

TOOLS AND EQUIPMENT

Newspapers, scissors

EVALUATION

The student will compute merchandise mathematical problems with 90% accuracy and price mark a shipment of merchandise in accordance with store policy and purchase order invoice.

DUTY: MERCHANDISING (PERFORMING CLERICAL DUTIES)

TASK: Change prices on merchandise

PERFORMANCE OBJECTIVE

Given price-marking tools and supplies, a price change list, and merchandise, change the prices on the merchandise. When completed, each item of merchandise on the price change list must be correctly and legibly price marked.

LEARNING ACTIVITIES

I. Describe various types of price tickets used in a retail business.

II. Distribute price-marking tools and supplies and have students change the prices on samples of merchandise.

III. Arrange for students to help in an internship-type situation where they are assigned to a certain store and, while being supervised, are asked to help change prices on assigned merchandise.

IV. Have students do a comparison study on pricing procedure with several stores.

V. Have working students describe how merchandise is priced in each of their businesses.

PERFORMANCE GUIDE

V. 1. Assemble price-marking tools and supplies.
   a. Price change list
   b. Price tickets
   c. Pins
   d. Price-marking machine
   2. If mark-down is indicated by price change list, slash through the original price with a ball point pen and write the indicated new price ticket. Record the amount of the mark-down on the sales floor.

3. If mark-up is indicated by price list, count the number of items and request new price tags with indicated new prices printed. Record the amount of the mark-up.
4. Remove old price tags from merchandise.
5. Attach new price tags to merchandise. Remove mark-up merchandise from sales floor before retagging.

RESOURCES

None

TOOLS AND EQUIPMENT

Price change list, price tickets, pins, price marking machine, sample merchandise

EVALUATION

The student will change the prices on the merchandise. When completed, each item of merchandise on the price change list must be correctly and legibly price marked.

DUTY: MERCHANDISING

TASK: Calculate cash and trade discounts

PERFORMANCE OBJECTIVE

Given a teacher-developed test on calculating cash and trade discounts, the student will be able to complete the test with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Define cash and trade discount	N/A
II. Explain the cash discount terms. a. Net 30 b. 2/10 c. E.O.M. d. 3/10, E.O.M. e. R.O.G. f. Extra dating g. 3/10, 30X h. Advance dating i. 6/10 as of June 1	
III. Have students calculate cash discounts with a given amount of purchase.	
IV. Have students calculate discount date and final date from a given date of purchase.	
V. Have students compute amount of trade discount due from given trade discount amounts.	
VI. Discuss the results of the three student exercises.	

RESOURCES

Tolman. **Fashion Marketing and Merchandising,** pp. 297-317

TOOLS AND EQUIPMENT

None

EVALUATION

The student will complete a teacher-developed test on calculating cash and trade discounts with 100% accuracy. The student must define discount terms used and make simple computations regarding discounts and due dates.

DUTY: MERCHANDISING

TASK: Compute salary

PERFORMANCE OBJECTIVE

Given a discussion on the four methods of being paid on the job, the student will be able to describe each method and compute a salary for each with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the following terms. a. Straight salary b. Salary plus commission c. Quota--bonus d. Straight commission	N/A
II. Define each method of being paid and list the advantages and disadvantages of each.	
III. Explain the paycheck stub. a. Gross pay b. Net pay c. Federal withholding d. State withholding e. Other deductions	
IV. Have students conduct a survey in a local mall. List ten stores and their methods of paying employees. What was the most common method?	
V. Have students compute the salary for each of the four methods.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 43-45
Gossage. **Mathematics Skill Builder**, pp. 129-132

TOOLS AND EQUIPMENT

None

EVALUATION

The student will describe the four methods of being paid on the job and compute a salary for each with 100% accuracy.

DUTY: MERCHANDISING

TASK: Using the microcomputer

PERFORMANCE OBJECTIVE

Given an introduction and a training session, the student will be able to use a microcomputer in developing a manpower plan, a merchandise plan, and/or a set of financial statements (balance sheet and income statement).

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Provide a training session on computer terminology, uses of the computer, and operation of the computer.	N/A
II. Arrange for a visit to a store which uses a computer in its operation.	
III. Invite a merchant to visit the classroom to explain the use of computers.	
IV. Have students to work in groups of four to develop a manpower plan, merchandise plan, and/or financial statements (balance sheet and income statement) on the microcomputer.	
V. Have students to continue to work in groups of four to manipulate the variables of their project to show the relationship and effect of a variable or variables.	

RESOURCES

VisiCalc software package with a wide variety of marketing (business) programs such as payroll, inventory, tax, and merchandising situations. VisiCalc is available for almost every microcomputer.

TOOLS AND EQUIPMENT

Microcomputer
VisiCalc software package

EVALUATION

The student will be able to complete these projects.

a. Develop a manpower plan,
b. Develop a merchandise plan, and/or
c. Develop a set of financial statements.

The student will be able to explain how the projects were developed and by the manipulation of selected variables, explain the effects those manipulations would have on the success of the project.

DUTY: MERCHANDISING

TASK: Applying computer simulations to merchandising situations

PERFORMANCE OBJECTIVE

Given a training session and experience with VisiCalc, the student will be able to use the microcomputer to complete one of the marketing simulations. The student will be able to explain the simulations, the reasons for his/her decision(s), and the results of the decision(s).

LEARNING ACTIVITIES	PERFORMANCE GUIDE
The student (teacher) will select a marketing simulation such as Restaurant Inventory and Cost Analysis (AA Computer System), Trucking Company Dispatch Office, Cable TV Canvassing/ Sales Monitor, or Salesman's Commission Report (Stolzberg Research Associates).	N/A

RESOURCES

The teacher is directed to any catalog of software packages such as **Educational Software Sourcebook**, Radio Shack, Catalog #26-2756. Catalog should be reviewed for software packages which could best be utilized to offer practice in principles being taught in the class.

TOOLS AND EQUIPMENT

Microcomputer
Software package simulation(s)

EVALUATION

The student will be able to operate the microcomputer in the manipulation of the variables on one (or more) of the computer simulation activities. The student will be able to explain the situation of the simulation, the reason for various decisions, and the results of those decisions.

DUTY: MERCHANDISING

TASK: Prepare a merchandise plan

PERFORMANCE OBJECTIVE

Given a six-month merchandise plan and last year's estimated figures, the student will be able to estimate and complete a merchandise plan and define the five elements of a merchandise plan with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Explain "What is a merchandise plan?"	N/A
II. Discuss the goals of a merchandise plan.	
III. Describe who prepares the plan.	
IV. List and discuss the five elements of a plan. a. Planned sales b. Planned stock c. Planned purchases d. Planned mark-down e. Planned mark-up	
V. Discuss "open-to-buy."	
VI. Invite a merchandise manager to speak on "The importance of a merchandise plan."	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 278-293
Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 472-481
Local merchandising manager

TOOLS AND EQUIPMENT

None

EVALUATION

The student will estimate and complete a merchandise plan and define the five elements of a merchandise plan with 100% accuracy.

DUTY: MERCHANDISING

TASK: Determine merchandise selection

PERFORMANCE OBJECTIVE

Given a class discussion on merchandise selection and a field trip, the student will be able to list and describe at least four factors in merchandise selection with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Describe factors in merchandise selection. a. Quality b. Fashion orientation c. Price ranges d. Assortment e. Brands f. Image	N/A
II. Have students choose a local retailer and develop a merchandise profile showing the stock selection in that store.	
III. Arrange for a retail buyer to discuss the particular factors which influence the merchandise selection for his/her store.	
IV. Have students compare brands and assortments of two different types of stores.	
V. Arrange for a field trip to a merchandising mart during one of their trade shows.	

RESOURCES

Troxell and Stone. **Fashion Merchandising**, pp. 296-312
Retail buyer

TOOLS AND EQUIPMENT

None

EVALUATION

The student will list and describe at least four factors in merchandise selection with 100% accuracy.

DUTY: MERCHANDISING

TASK: Determine merchandise resources

PERFORMANCE OBJECTIVE

Given classroom discussion and a field trip, the student will be able to list and explain at least four merchandise resources used by a retail buyer with 100% accuracy.

LEARNING ACTIVITIES	PERFORMANCE GUIDE
I. Discuss the following sources of supply. a. Central market b. Trade shows c. International market d. Buying office, both independent and store owned e. Wholesaler f. Manufacturer's sales representatives	N/A
II. Discuss factors determining how often buyers go to the market.	
III. Explain what is meant by "taking numbers."	
IV. Plan a field trip to a central trade mart for students to observe buyers viewing merchandise and placing orders for a coming season.	
V. Describe how the buyer receives fashion news and insight on incoming fashions.	

RESOURCES

Meyer, Haines and Harris. **Retailing: Principles and Practices**, pp. 490-492
Troxell and Stone. **Fashion Merchandising**, pp. 360-376

TOOLS AND EQUIPMENT

None

EVALUATION

The student will list and explain at least four merchandise resources used by a retail buyer with 100% accuracy.

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APPENDICES

DUTIES AND TASKS

Duty/Task	Perf. Obj./ Page Number
I. OVERVIEW OF FASHION INDUSTRY	
Describe the principles of fashion	SC-1/5
Identify fashion terminology	SC-2/7
Explain the environmental influences on fashion	SC-3/13
Describe marketing theory	SC-4/15
Identify channels of distribution	SC-5/17
Identify distributors for fashion retailing	SC-6/19
II. ORIENTATION TO MARKETING AND DISTRIBUTIVE EDUCATION, DECA, AND COOPERATIVE EDUCATION	
Define vocational education	SC-7/25
List marketing instructional and occupational areas	SC-8/27
Define cooperative education	SC-9/29
Define DECA and its purposes	SC-10/35
List competitive events and non-competitive events	SC-11/37
Identify goals of local DECA chapter	SC-12/39
III. CAREER DEVELOPMENT	
Develop a career goal	SC-13/43
Develop an occupational choice	SC-14/45
Complete a job application	SC-15/49
Complete a personal data sheet or resume	SC-16/51
Complete a cover letter	SC-17/53
Role play a job interview	SC-18/55
IV. PERSONAL DEVELOPMENT	
Identify good posture and develop a plan for improvement	SC-19/61
Develop an ideal weight plan	SC-20/65
Identify steps to body cleanliness	SC-21/69
Recognize benefits of proper nutrition	SC-22/71
Identify benefits of exercise	SC-23/73
Identify skin types	SC-24/75
Recognize characteristics of the three hair types	SC-25/77
Identify facial shapes and proper hair styles	SC-26/79
Identify the effects of warm and cool colors on an individual	SC-27/81
Identify appropriate attire for specific occasions	SC-28/83

Identify and define human relations characteristics	SC-29/85
Identify components of leadership styles in the work environment	SC-30/87
Identify communication skills	SC-31/89
Demonstrate basic modeling positions and movements	SC-32/91

V. NATURE OF FASHION

Describe historical features of clothing from 1900 to present	SC-33/95
Identify each stage of the fashion cycle	SC-34/99
Define the theories of fashion adaption	SC-35/101
Describe and list accelerating and retarding factors	SC-36/103
Identify the role of the designer	SC-37/105
Identify the major fashion designers	SC-38/107

VI. SALES PROMOTION

Introduce concept of selling	SC-39/115
Identify customer's mental stages	SC-40/117
Prepare for selling	SC-41/119
Approach the customer	SC-42/121
Analyze and demonstrate the product	SC-43/123
Demonstrate salesperson's presentation to customer	SC-44/125
Demonstrate merchandise	V-TECS 25/127
Close the sale	SC-45/129
Open the cash register	SC-49/131
Close out cash register	V-TECS 16/133
Operate a cash register	SC-46/135
Process cash sales transaction	V-TECS 32/137
Compute sales tax on cash register	SC-47/139
Make change	SC-48/141
Authorize customer's checks	V-TECS 24/143
Process bank credit card sales	V-TECS 31/145
Process charge sales transactions	V-TECS 33/147
Process lay-away sales	V-TECS 37/149
Process refunds	V-TECS 38/151
Process customer's exchanges	V-TECS 34/153
Fill out bank deposit forms	V-TECS 17/155
Close store	V-TECS 40/157
Open store	V-TECS 41/159
Accessorize garment	V-TECS 23/161
Gift wrap customer's purchases	V-TECS 28/163
Mark clothing for alteration	V-TECS 29/165
Package customer's purchases	V-TECS 30/167

Pack and wrap merchandise for return to vendor	V-TECS 7/169
Process customer's special orders	V-TECS 35/171
Fill mail and telephone orders	V-TECS 27/173
Maintain mailing lists	V-TECS 19/175
Restore fabric snags	V-TECS 39/177
Detect and report shoplifting	V-TECS 26/179
Introduction to advertising	SC-50/181
Describe benefits and advantages of advertising	SC-51/183
Identify promotional and instructional advertising	SC-52/185
Determine the effectiveness of advertising media	SC-53/187
Identify types of advertising media	SC-54/189
Use of television in broadcast media	SC-55/193
Use of radio in broadcast media	SC-56/195
Use of magazines in printed media advertising	SC-57/197
Use of newspaper in printed media advertising	SC-58/199
Identify headlines	SC-59/201
Write copy for a given product	SC-60/203
Define logo, trademark, and slogan	SC-61/205
Describe white space in a printed advertisement	SC-62/207
Create the printed ad	SC-63/209
Prepare the advertisement layout	SC-64/211
Identify careers in advertising	SC-65/213
Explain the two types of displays	SC-66/215
Identify window displays	SC-67/217
Identify interior displays	SC-68/219
Set up manufacturer's displays	V-TECS 9/221
Set up counter displays	V-TECS 8/223
Tidy up displays	V-TECS 11/227
Define design principles	SC-69/229
Identify five basic display arrangements	SC-70/231
Describe the psychology of color in display and its importance	SC-71/233
Describe color harmony	SC-72/235
Design color schemes	SC-73/237
Check count of merchandise received from stockroom	V-TECS 1/239
Check merchandise and retail price against copy of order sheet	V-TECS 2/241
Stock merchandise	V-TECS 12/243
Design point-of-purchase signs	V-TECS 3/245
Dismantel displays	V-TECS 4/247
Dress mannequins	V-TECS 5/249

	Letter signs	V-TECS 6/251
	Set up window displays	V-TECS 10/253
	Describe the importance of publicity to store's image	SC-74/257
	Organize a fashion show	SC-75/259
VII.	PRODUCT TECHNOLOGY	
	Describe how color affects clothing selection	SC-76/265
	Describe how lines affect clothing appearance	SC-77/267
	Describe how principles of design affect clothing selection	SC-78/269
	Identify synthetic and natural fibers	SC-79/271
	Identify fabric names, uses, and care requirements	SC-80/273
	Identify designs and styles of men's clothing	SC-81/275
	Identify sizes and styles of children's wear	SC-82/277
	Identify ladies' ready-to-wear accessory items	SC-83/279
VIII.	MERCHANDISING	
	Describe methods of determining consumer demand	SC-84/285
	Describe necessity of profit	SC-85/287
	Compute profit	SC-86/289
	Compute basic merchandising math problems	SC-87/291
	Check in incoming merchandise	V-TECS 15/293
	Order merchandise	V-TECS 20/295
	Take inventory	V-TECS 21/297
	Transfer stock to branch stores	V-TECS 22/299
	Fill out credit application forms	V-TECS 18/301
	Process installment credit sales	V-TECS 36/303
	Affix prices on merchandise	V-TECS 13/305
	Change prices on merchandise	V-TECS 14/309
	Calculate cash and trade discounts	SC-88/311
	Compute salary	SC-89/313
	Using the microcomputer	SC-90/315
	Applying computer simulations to merchandising situations	SC-91/317
	Prepare a merchandise plan	SC-92/319
	Determine merchandise selection	SC-93/321
	Determine merchandise resources	SC-94/323

SUPPLIES AND EQUIPMENT

Adding machine
Ads, newspaper
Alarm, burglar
Application, charge
Bags
Board, clip
Book, mark-down
Books, order
Books, swatch
Box, gift
Brushes
Bulletin, office
Cabinet, filing
Calculator
Calendar, display
Camera/film
Can, trash
Card, time
Cart, dolly
Cash register, computerized
Cash register, electric
Cash register, manual
Certificate, gift
Chains, security
Chalkboard
Chalk, tailor's
Chart, color
Chart, discount
Chart, freight rate
Chart, gift wrap price
Chart, postage rate
Chart, sales tax
Chart, size
Chart, tailor's
Cleanser, window
Clock, time
Cloth, dust
Clothing, old and faddish
Code, color
Code, size
Cups, water
Cutter, box
Cutter, wire
Device, electric anti-theft
Dispenser, ribbon
Dispenser, wrapping paper
Easel, display
File, customer card
Fluid, cleaning
Folder, customer
Form, defective merchandise
Form, inventory
Form, invoice
Form, merchandise transfer
Form, opening and closing cash register or terminal
Form, order
Form, receiving
Form, sales report
Form, shipping
Glue
Gun, pricing
Hangers
Hangers, garment numbered
Holder, sign
Hook, crochet
Horn, shoe
Imprinter, charge plate
Keys, dressing room
Ladder, step
Lettering tools and supplies
List, alteration charge
List, bad check
Literature, product description
Logs, long distance
Machine, bow
Machine, pin ticket
Machine, sign
Machine, ticket labeling
Magazines, fashion
Mannequins
Manual, terminal
Marker, magic
Mats, gym
Measurer, foot
Mirrors
Needles, awl
Needles, sewing
Paints, watercolor
Paints, tempra
Paper, construction
Paper, onionskin
Paper, tissue
Pedestal, display

Pencil
Pencil, grease
Phone book
Photographs, old
Plate, charge
Platform, display (stair-step)
Play money
Projector, 16 mm
Projector, filmstrip
Projector, overhead
Projector, slide
Rack, 3-prong display
Rack, 4-prong display
Rack, hosiery
Rack, rectangular display
Rack, round display
Racks, hanger
Receipt, sales
Rings, sizer
Run-way, modeling
Ruler
Sack
Scale, postal
Scissors
Screen
Sharpener, pencil
Sheets, size up
Sign, classification
Sign, price line
Slip, credit card sales
Slip, packing
Sta[illegible], check approval
Stand, display (adjustable)
Stand, garment display
Stapler
Steamer
Stool, measuring
Table, display
Tagger, swift
Tape, cellophane
Tape, measuring
Tape player, cassette
Tape, wrapping
Telephone
Television monitor
Thread
Ticket, charge
Ticket, hold
Ticket, lay-away
Ticket, mail order
Tickets, monogram
Ticket, refund
Ticket, send
Topper, sign
Ticket, sold
Ticket, telephone order
Ticket, void
Vacuum
Video tape player and recorder
Water

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